

December

1940

**VOLUME 26
NUMBER 3**

**FEDERAL SECURITY AGENCY
U.S. OFFICE OF EDUCATION • WASHINGTON, D.C.**

SCHOOL LIFE

Published monthly, except August and September, by the United States Office of Education.

Terms: Subscriptions \$1.00 per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.50. Club rate: For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Subscription orders with remittances should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C.

Publication offices: U. S. Office of Education, Federal Security Agency, Washington, D. C.

Federal Security Administrator,
PAUL V. McNUTT

U. S. Commissioner of Education,
JOHN W. STUDERAKER

Assistant Commissioner,
BESS GOODYKOONTZ

Assistant Commissioner for Vocational Education, J. C. WRIGHT

Assistant to the Commissioner,
C. F. KLINEFELTER

Editor in Chief, OLGA A. JONES

SCHOOL LIFE is the official journal of the United States Office of Education. Its purposes are: To present current information concerning progress and trends in education; to report upon research and other activities conducted by the United States Office of Education; to announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Budget.

Contents OF THIS ISSUE

	Page
Tolerance	<i>John W. Studebaker</i> 65
Professional Growth and Defense	<i>John Lund</i> 66
Wichita Program	<i>Muriel W. Brown</i> 68
Our Adventures With Children	<i>Ellen C. Lombard</i> 71
In the Interest of Citizenship	72
Teachers' Assistance Sought	73
The Defense-Training Program—Progress Report	74
Educators' Bulletin Board	78
New Books and Pamphlets	<i>Susan O. Futterer</i>
Recent Theses	<i>Ruth A. Gray</i>
School Bus Transportation—Administration of and Accounting for	<i>Andrew H. Gibbs</i> 79
Work as a Basis for Occupational Training—in CCC Camps	<i>Howard W. Oxley</i> 82
New Government Aids for Teachers	<i>Margaret F. Ryan</i> 84
Survey of Higher Education of Negroes—A Progress Report	<i>Martin D. Jenkins</i> 85
Convention Calendar for the Month	87
The Vocational Summary	<i>C. M. Arthur</i> 88
The Department of Labor—Schools Under the Federal Government	<i>Walton C. John</i> 90
Educational News	94
In Public Schools	<i>W. S. Deffenbaugh</i>
In Colleges	<i>Walton C. John</i>
In Libraries	<i>Ralph M. Dunbar</i>
In Other Government Agencies	<i>Margaret F. Ryan</i>

SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, and Education Index. It is recommended in the American Library Association's "Periodicals for the Small Library."

SCHOOL LIFE

Official Journal of the U. S. Office of Education

Volume XXVI

DECEMBER 1940

Number 3

Tolerance

"Of Paramount Importance Is the Development of a Racial, Class, and Religious Tolerance That Is Truly American—Now"¹

TOLERANCE and intolerance are terms used to mark the extremities of a scale of human attitudes. Men differ in their degree of tolerance for different things. Tolerance is not an abstract virtue. It is everywhere and always related to some object of which we are tolerant (or intolerant) in varying degrees and for different reasons. Most of us find our attitudes and conduct falling at some point between the extremes of the scale of tolerance-intolerance, depending upon the matter in question. We may be tolerant of bizarre neckties and intolerant of jitterbugs; or we may be tolerant of sartorial exhibitionism and intolerant of social snobbery; or we may be tolerant of some sinners and hate sin in general. The exact degree of our tolerance is dependent upon a complex of factors in which reason and principle cannot easily be distinguished from prejudice and selfishness. A cynic may define convictions as other men's prejudices.

How then shall we define what we mean by "a racial, class, and religious tolerance that is truly American"? What do we mean by a truly American tolerance? Just this! Recognition of the inherent right of every individual to protection in the exercise of his constitutional liberties: Freedom of speech, freedom to learn, freedom to work, freedom to vote, freedom to worship, freedom to participate in our American life.

A truly American tolerance is characterized negatively by the absence of coercive, vindictive, emotionalized, name-calling tactics; positively, by the willingness of each of us to rest the case for or against any man or measure upon an appeal to reason and justice in the spirit of good will. The essential function of democratic education lies just here. For democratic education is the organized and persistent effort to widen the areas of rationality in human conduct, to open up new vistas to the mind, to release the creative intelligence of men in an atmosphere of good will. Education is the archfoe of unreasonable prejudice and of stupid intolerance.

Especially is education opposed to three types of prejudice and intolerance: (1) That based on racial myths or notions of inferior nationality; (2) that based on social or class discriminations; (3) that based on religious differences.

Welcomed by Public School

Americans are a various people. In our midst are millions of citizens who were born of immigrant parents. The English, the Irish, the Slav, the African, the Italian are here by the millions; Scandinavians, Russians, Germans, Frenchmen, and other nationalities are bred into our very bones. The public school welcomes all of these diverse elements, accepts the contributions of their cultures, makes them heir to the accumulated wisdom of the race, and merges all their differences in one common loyalty to the Republic and to humanity.

The American Constitution set the face of our Nation against the artificial perpetuation of class differences. One of its provisions wisely prohibited the granting of titles of nobility. No one will be so bold as to argue that America has been without some social stratification or that class consciousness is entirely absent from our midst. But class differences are not frozen into legal forms nor do they have strong economic claims on perpetuity. A free movement of individuals from class to class has been the promise and salvation of American social life. The schools are the most important institution we have devised for achieving social mobility. Through the provision of educational opportunity in the schools talent has been enabled to find its level, a natural aristocracy of ability has been continuously recruited; while by mingling in the classrooms and on the playgrounds of thousands of schools, America's citizens-to-be have gained that understanding of each other's worth which is the spiritual leaven of democracy.

Sanctuaries Side by Side

In America the Protestant, the Jew, the Catholic erect their sanctuaries side by side with full freedom for every citizen to worship God according to the dictates of his conscience. The pestilence of religious strife has in general been so conspicuously absent from our Nation as to be newsworthy when sporadic incidents of its persistence occur. There are but few who assert that this mutual forbearance by religious groups in

(Concluded on page 73)

¹ From the October *School Life* editorial.

Professional Growth and Defense

by John Lund, Senior Specialist in the Education
of School Administrators

★★★ The policies recently enunciated by the Educational Policies Commission of the National Education Association under the title of *Education and the Defense of American Democracy* place a heavy burden of responsibility for leadership upon schools and school systems. All of the specific proposals which have been made in subsequent releases by the commission and other national agencies involve a great number and variety of cooperations and activities which make demands upon the capacity and competence of all professional workers in the schools. These cooperations and activities that are being proposed are directed to the general objective of engaging "all educative and opinion forming agencies in a unified program for the defense of democracy, particularly as that program relates to improving the understanding of and quickening faith in the ideals upon which free self-government in America rests."

All of this represents a clear call to high adventure in cooperative endeavor. What we are really being challenged to accomplish is to improve and strengthen the quality of civic life in America through a community of action under the leadership and stimulus of public education. There can be no question that the quality of civic life in America will actually be best strengthened only as school administrators, teachers, and pupils, together with college and university faculties, educational and professional agencies, organized lay groups, and civic-minded individuals work cooperatively in all conceivable relationships to that end.

So much for the task assigned. The blue prints are out and the drive is on. What of our professional competency for such an undertaking? To the extent that our objectives are immediate and pressing in relation to the needs of national defense we must pretty

much stand or fall in terms of the capacities for leadership and cooperation present within the profession. From the point of view of all who are concerned with the problems of professional education, it would be most foolish to assume that capacities for such leadership and cooperating activities have been fully developed and are present within the active ranks of the profession in sufficient volume and quality to make their efforts count adequately.

It is not any part of our purpose to cast doubts upon our spiritual capacities or our professional skills for rising to this emergency defense situation. There is a job to be done and positive action with vigor and dispatch is the order of the day. There can be no yielding to any sense of futility in the face of such a challenge. This writer yields to no one in his faith in the reserve power and capacity of the teaching profession somehow to measure up to the task which is ours today and in the days ahead.

We must face realistically, and we hope constructively, some of the problems and the possibilities in the field of professional education for administrators and for teachers which are implicit in the task which has been pretty thoroughly set up and which lies ahead for American education. Basic to such a discussion are certain important assumptions which may be stated as follows:

1. That the policies agreed upon through the National Education Association deal with *long-term objectives*. They are not short-term policies for the duration only of a so-called period of national defense activity. Present world conditions serve only to emphasize the correctness of the objectives sought and to argue for greater haste in achieving them.

2. That implicit in the proposals made are *fundamental changes in the content, organization, and administra-*

tion of American education. We are really being called upon to redirect the program of education. The impact of defense needs is simply forcing us to face facts more realistically and to question more vigorously than before the validity of our curricular, organizational, and administrative theories and practices.

3. That every member of a school staff from the kindergarten to the university should somehow *relate himself, individually and personally to these efforts* by involving himself in some form of participation in one or more of the relationships and cooperations indicated.

Opportunities and Challenges

If we can accept these assumptions as valid it seems clear that as we move forward in frontal attack upon our objectives we shall discover some very real opportunities and challenges in the field of professional growth; that we shall gain in strength and discover new strength as we work on together. Some of these opportunities and challenges may be listed as follows:

1. Opportunities for school people everywhere, administrators and teachers alike to grow in professional insight and competence *through participation* in undertakings which will challenge the ablest members of the profession.

2. Challenges to school people everywhere to *examine their thinking and their practices more critically*, depending less and less upon their own preconceptions and traditional prejudices and depending more and more upon cooperative thinking and action.

3. Opportunities to develop skill in the techniques of cooperation, such as group study and discussion leadership and participation; how to work happily and effectively with many different kinds of people, professional and nonprofessional, representing many varying interests and points of view.

4. Provisions for vital experiences in the democratization of educational procedures, administrative and instructional, out of which may well evolve a living philosophy of democratic school administration, and of teaching, in action.

5. A medium of activity is offered for the development of incentives for professional growth which will grow out of the challenge of the job to be done. These in the long run will prove to be more dynamic than the more artificial forms of stimulation which have been our mainstay in the past.

9 '40 Opportunities for more active interrelationships between teacher-education institutions and the public schools, in more vital forms of cooperative activity. This would apply to both graduate and undergraduate schools. Internship opportunities, refresher courses and clinics, cooperative supervisory and consultant relationships, workshops, generally less rigid distinctions between "on campus" and "off campus" activities, are all suggestive of some of the possibilities.

Incomplete as it undoubtedly is, this listing may serve to suggest some of the values and some of the drives which may reasonably be derived as the profession moves forward in its response to the challenge to education in the defense of American democracy.

What Does This Mean?

What does all of this mean to the individual superintendent of schools and his staff?

First of all, administrators, that is superintendents, principals, and supervisors should reexamine and clarify their philosophy of administration. In any effort to strengthen the quality of civic life in democratic America there is no place for methods which do not maintain the form and the spirit of democracy in the administration and supervision of a school system. Frankly this poses a difficult task for many administrators. It requires a much higher order of competence to lead a group of teachers to pool their resources and to agree upon a course of action than it requires to give orders to these same teachers and to see to it that the orders are carried out. It seems equally obvious that teachers will need to recognize that with the opportunity to participate in policy making goes a responsibility. They must come to realize that their jobs include more than the teaching of classes. Unless this democratic process is to degenerate into a pooling of ignorance, teachers everywhere must be encouraged and helped to expand materially the range and depth of their present knowledge and interests.

Administrators and teachers will have to face these issues squarely in the days ahead. The time has passed for retreat behind the many and familiar

alibis, as for example, the bugaboo of the "dangers" of "shared" responsibility. Legally and organizationally, responsibility will remain where it is, with administration. The question at issue is, Shall that responsibility be implemented autocratically, and may we say unintelligently, or shall it be implemented democratically and therefore with intelligence?

Teachers, by the same token, must get about the business of reexamining and clarifying their philosophy and practice in the field of method so that methods of teaching in the classroom may become increasingly in themselves experiences in democratic living for the students. This again will be no easy effort for many teachers. It will be made somewhat easier as teachers themselves begin to experience democracy through actually having voices that count in deciding the purposes and policies which govern their work.

A second important challenge relates to the curriculum of the school, its content and organization with special reference to the objectives under immediate discussion. There are, for example, the demands for curricular reorganization and change to provide the groundwork for an understanding of democracy and its problems here in America by all youth of secondary school age. Administrators and teachers will again have to do some realistic fact facing and fact finding. At this point our faith and our courage and our professional competence will be tried most sorely. This is no task for feeble hands and faltering spirits. Here we must achieve somehow among other things a common front in the face of drives against academic freedom for teachers and for writers of textbooks. On the surface of things some of these drives may be explained and discounted as unthinking excesses of patriotic fervor. Unfortunately they are in many cases much more deeply and subtly motivated.

There are also the demands that provisions be made for more vital opportunities for youth to adjust itself more happily and effectively through training and guidance to the world of work. Here again we must be ready to

face the facts and modify our theories and our practices.

A third and final point for administrators and teachers which grows out of the program under discussion is that they should realistically re-orient themselves and the school in their relationships with the community and the lay public in thought and action. There has been considerable effort expended in recent years to keep the public informed regarding the work of education. This is eminently desirable but, as has been so well said, "beyond information there is understanding and beyond understanding there is partnership."

The concept of the school in the community as an integral part of the life of the community, serving the whole community in all of its groupings and interests must be tremendously expanded in action. The doors of the school must be kept open, swinging both ways, as the school goes out into the community and as the whole community comes into the school.

All of this involves extremely difficult adjustments and changes in thinking and ways of doing things for many administrators and teachers. But the job will have to be done somehow and in the doing it seems clear that we shall have many opportunities for growth in professional stature and competence. Those of us particularly concerned with the problems of professional education can make no greater contribution in times like these than to do all in our power to stimulate and assist in the development and implementation of activities and cooperations which in the name of defense can mean so much and contribute so much to the professional growth of the men and women now serving in the schools of America. In the language of the latest yearbook of the John Dewey Society¹ "courage and clear thinking are at a premium. Gigantic are the possibilities for preparing teachers who can help our countrymen meet well the needs of the critical times through which we are passing. There is great work to be done."

¹ Teachers for Democracy, Fourth Yearbook of the John Dewey Society. D. Appleton-Century Co., New York, 1940.



Children wearing waterproof hats and capes made under parent direction in Hyde School Summer Recreation Project, Wichita.

Second in Family Life Education Series

Wichita Program

by Muriel W. Brown, Consultant in Home Economics Education

Even though the last of the covered wagons has reached its journey's end, Kansas is still pioneering. When the United States Office of Education invited four centers in different parts of the country to experiment cooperatively with the problem of community organization for family life education, the city of Wichita accepted with evident interest and has been working intensively and creatively on its program ever since.

To the first Washington conference, called for the purpose of working out the broader aspects of the experiment as a whole, came J. C. Woodin, director of vocational education for the Wichita public schools; Mrs. Louis N. Fulton, for some years a member of the Wichita Board of Education; C. M. Miller, director of vocational education for the State of Kansas; Hazel Thompson, State supervisor of home eco-

nomics; and Rose Cologne, itinerant teacher trainer in charge of parent education.

As the result of several weeks of preliminary work, this Kansas group brought to the initial meeting an analysis of local resources for meeting the needs of families in Wichita, and a statement of objectives for a program which would meet these needs. This material was the basis for more detailed project planning and still helps to guide the expansion of the program.

Wichita is a prairie city with a population of about 115,000 people. The Arkansas River winds through the town, under fine bridges, reflecting the lovely shadows of clouds and trees. There are homes of all sizes and kinds, rich and poor, large and small. The people are, for the most part, native Americans. The chief industries are oil production and airplane manufacture.

The airport is a stopping place for several transcontinental lines. There are the usual facilities for public service—parks, playgrounds, libraries, social agencies, churches, schools, newspapers—and two excellent universities. The schools sponsor programs for out-of-school youth and adults which, each year, reach larger numbers of men and women of all ages. A more typical middle western city would, as a matter of fact, be hard to find.

Eight Objectives

The Wichita family life education program has the following general objectives: (1) to help all community agencies to evaluate and extend what they are now doing in family life education, (2) to help the entire community to become more aware of how families actually live in Wichita today, (3) to develop new opportunities in the community for the enrichment of family life, (4) to relate school and community programs of education for home and family life more closely to each other, (5) to develop a unified program of education which offers help in family living at every age level, (6) to arouse greater interest in family life education throughout the city, (7) to encourage citizens, as individuals, to assume responsibility for helping to bring about better conditions of family living, and (8) to find ways of evaluating the program as it goes along.

To make the planning for the first year or two more concrete, the Kansas group agreed, in the beginning, to concentrate on some immediate objectives. They decided (1) to start a community program in a section of the city where there are many needy families by encouraging the local organization of a self-help center, (2) to stress curriculum study in the schools with special reference to family life education, (3) to interest community groups not now helping, (4) to develop radio programs which would interest the public in local problems of family life, (5) to work out a program of training for household employees, and (6) to extend present undertakings in the field of family life education as much as possible. Eventually they hoped to establish nursery

schools and homemaking centers; provide consultation service on problems of family relationships, finances, and management; make a housing survey; encourage home gardens; and expand the training program for leaders of adult classes.

The Wichita program was carried on for the first year by a newly appointed local director of family life education and the local director of vocational education assisted by an advisory committee, a planning committee and a member of the home economics staff of the State department of education loaned as a part-time consultant. Later, Miss Cologne joined the local staff as coordinator, on loan from the State department.

Projects Developed

Under this leadership, a number of projects have been developed. One of the most interesting of these is the Southwest Community Center. This is a cooperative organization managed by its own membership. Its purpose is to provide an opportunity for families to meet some of their needs for fellowship and material aid through their own efforts. Clothing, bedding, furniture, and other kinds of family equipment are bought with credit-hours of work. The Friends Church pays the rent of the store building used by the center, and the public schools pay the small salary received by the director. The work of the center has commanded such respect in the community that a drive now going on to raise money to buy a building for its permanent use promises to be more than successful financially.

The center now has a nursery corner where babies are cared for while mothers "work at ease," as one member put it, and little children receive much needed help in habit training. Books are circulated through a small loan library, and sewing machines are available for the use of members whenever the center is open. Recently a loom was donated, and on this many attractive rugs have already been made. Classes for adults in various phases of homemaking are regularly held here.

When members of the center were asked recently, during one of their business meetings, to evaluate their own

project, they recited an impressive list of accomplishments—dresses and quilts earned, classes held, babies cared for, home improvements made. "But there's more to it than that," one woman quickly added. "What we like best about the center is the chance it gives you to help others and to be with friends." Through the somewhat loose organization brought about by center memberships, there has been group action to get a playground for the neighborhood, garments have been made for the Red Cross, families burned out of their homes have been provided with clothing and furniture, and center members have helped to build the little low-cost house soon to be described.

To watch the faces of some of the members as they talk about the center is a touching experience. Smiles soften lines etched by suffering, and sad eyes brighten. "It's something you can't explain," a young woman said wistfully, stroking the lifeless hair of a pale child. "You just feel it inside. You're glad when you come, and sorry to go." Surely an enterprise which makes it possible for parents to meet such fundamental human needs contributes in important ways to a program which seeks to improve and enrich home and family living.

Appreciating the value to its members of the Southwest Community Center, a group of influential Negro men and women have organized a self-help center for their own people. They accomplished this by first forming a council. This council worked out the plan, arranged for the use of an annex on the grounds of a Negro elementary school, secured donations of money and supplies from all of the Negro agencies, and opened the center for business. It will be interesting to compare the development of this project with the development of the Southwest Community Center. These two centers have the same purposes and yet have been quite differently organized.

Housing

Wichita, like most other American cities, is concerned about housing. A survey of housing conditions in the community, made in 1935, indicates clearly the need for an extensive home-

building program of some kind. At the suggestion of the coordinator, the League of Women Voters made a study of this survey and then invited other agencies to help formulate a plan for carrying out some of its recommendations. Since Government aid cannot be obtained until Kansas has an enabling act, the league, the local chapter of the American Association of University Women, and the Y. W. C. A. are working for this.

Meanwhile a group of interested individuals, including members of the Southwest Community Center, have been experimenting with the building of a little house to see how cheaply, and under what conditions private capital can cooperate with needy families wishing to build and own their own homes. With joy in their labor, men and women who have never had the satisfaction of working with new materials have worked side by side on the construction of this three-room house. "This is the only time in my whole life," said one man looking with pleasure at a handful of new nails, "that I've ever made anything with nails that I didn't have to straighten first."

Whether or not this Wichita experiment in low-cost housing is demonstrat-

Director of Southwest Wichita Community Center inspecting garments to be "bought" by members of the center with credit-hours of work.



ing a procedure that is practical for large scale housing projects remains to be seen. Many discussion groups debated the problems involved over steaming cups of coffee at the nearby center, after darkness had put an end to work for the day. It is clear, now, that a monthly rental of not more than \$8 will pay for this dwelling over a period of about 10 years. And to the families who have helped to build it, this tiny house, its roof top primly outlined against the Kansas sky, is a symbol of hope. We have just learned that the first little house is now occupied, and a second nearly built.

There have already been a number of neighborhood developments within the larger community which are exceedingly interesting. North Wichita is a district where much can be done to make living better for families. Principals of the elementary schools in this area have been working for several months with the coordinator of the family life education program toward the organization of a local community council which will deal with local problems. Park authorities, ministers, businessmen and social workers have met with teachers in a series of conferences. The ministers of the 30 small churches serving the district have formed an alliance to coordinate and strengthen their work. Children in the fourth and sixth grades of one of the schools, have made a large wall map of the district showing the location of streets, water mains, schools, churches and vacant lots. This map was used last spring as a basis for planning a summer recreation program which would utilize all available play space in the district. The businessmen are "council minded" and are offering to take the leadership in the organization of a community council. This may mean that something can soon be done, with the cooperation of the owner, to improve the quality of pictures shown at the neighborhood movie. A community survey is planned for this year on which the fourth and fifth grades of a large elementary school will work with the parent education class.

In the Stanley school district a neighborhood council has evolved out

of study group meetings in which parents discussed community conditions, analyzed their needs, and organized to do something about them. One of the most serious problems in this district is the problem of health, and plans are under way, through the council, to secure more adequate health services.



This is the new house built by the Southwest Community Center.

Health examinations for all mothers in adult health education classes this fall are being arranged through the Sedgwick County Health Clinic.

The summer family fun program, in the Hyde school district is a neighborhood development of still a different kind. Beginning early last spring, plans were made for a program in which parents became responsible for small groups of children which met for 6 weeks during the summer to play, study, do craft work, go on geological expeditions, etc. The project was planned by parents, teachers, and children under the joint sponsorship of the school and the parent-teacher association, the parent study groups and their leader. Final plans were presented to the parents by means of a panel discussion in which youngsters, mothers, and teachers took part. The pride of the children in their parents' talents was delightful. "My daddy knows how to carve wood," one little boy volunteered eagerly. "He's good at it, and he'd help if anybody wanted to learn how to do that."

With the purpose of stimulating a wider public interest in some of the common problems of family life and family living the program promoted a

3-day series of panel discussions, using eight of the films prepared by the Commission on Human Relations of the Progressive Education Association. Nine different community groups sponsored as many meetings. All generations, from sixth graders up, were represented on the panels, and audiences (most of them large), were extremely attentive. The picture, *Make Way for Tomorrow*, was discussed by a panel on which were great-grandparents, grandparents, parents, and adolescent children. The plight of the grandmother in this film so stirred the people present that small groups were still in earnest conversation on the steps of the high school at 11 o'clock at night, an hour after the meeting had formally closed. Several groups in Wichita have already indicated that they wish to sponsor similar meetings this year, and films in this series will be shown throughout the State at district meetings of the Kansas Congress of Parents and Teachers.

Since this entire program is really an experiment in educational organization for the solution of family problems, one is naturally interested in knowing what part the schools have played and are playing in its development. Strong leadership has come from the parent-education department of the Wichita public schools, which is expanding to keep pace with the increasing demands upon its personnel. Parent education and homemaking teachers are stimulating the study of family life, and guiding the action which results from this study, in all parts of the city of Wichita. Two new teachers were added to the parent education staff during the school year of 1939-40—a teacher to work with parents of crippled children, and a teacher of health and home beautification. The classes in home beautification have been especially appreciated. They meet, for the most part, in the homes of members, working upon the problems of equipment and arrangement which these homes present. Many a family is living more comfortably today because storage space has been ingeniously provided, chairs reupholstered, or shelves conveniently placed. Approx-

(Concluded on page 77)



Our Adventures With Children

II. DEVELOPING THE INQUIRING MIND

by Ellen C. Lombard, Associate Specialist in Parent Education

Episodes

★★★ When the new teacher came to the school the children knew at once that she was different from the teacher who had just left them. But the new one kept an orderly school and the program went on like clock-work. From the beginning the teacher let the children know that they were not to ask questions. A few weeks after this particular teacher came, the superintendent visited the school. He noticed a change in the atmosphere although it is true that there was order. He missed the freedom and social interchange that had previously marked the school. When he asked the teacher if the children ever asked questions, she replied, "No, indeed! I stopped that when I came here. Evidently the former teacher upset the discipline by letting the children ask questions whenever they wished to do so."

Many of the children in this school may have come from homes where they had subjected their parents to a constant barrage of questions which were patiently and untiringly answered. On the other hand, some of the children may have come from homes where their questions were silenced.

However, it is doubtless a fact that when these children came to school they had the same interest in people and inquisitiveness about their environment that they had at home. In this "school" they found that instead of learning the many interesting things in the way they had anticipated they were to be regimented in their movements, their study, and even in their supposedly free periods. They were thwarted and sometimes actually penalized when they asked questions.

It must puzzle children sometimes to find when they go to school that their teacher who is supposed to "know all

Second in Series

SCHOOL LIFE last month announced a new series of articles under the general title, *Our Adventures With Children*. The article on this page is the second in the series. Each month an episode will be presented. Some of these will be related to problems of the school, others to those of the home, and still others will be concerned with the cooperation of home and school. Ellen C. Lombard, associate specialist in parent education, U. S. Office of Education, is developing the series.

Teachers, parents, and school administrators adventure daily into the actual experience of human relationships. This experience is interesting and profitable when examined objectively. It is significant, thought-provoking, and suggestive when actual situations are used as material for study and interpretation.

What comments or stories do you have to contribute?

the answers" asks all the questions herself and that children who do not know the answers are penalized in various ways, because they cannot answer them. Fortunately, for the children, the traditional, lock-step schools have given way in large measure to more social ways of encouraging learning.

There are probably few teachers now in service who do not appreciate that the way to learning is through the inquiring mind, through the desire to know, through interest, through persistent effort, and through interpretations which children draw from their teachers, parents, and others through asking questions and through reading and observation. The modern school gives opportunity for a flexible program that takes into account the necessity of a

certain amount of communication by the children during school hours and of asking questions at the appropriate time and place. Such a program involves a consideration of the rights of others by the children and cooperation with the teacher in a friendly social atmosphere.

* * * *

Another child came from a home having well-meaning serious-minded parents who gave necessary attention to the health of their son but did not worry over him. He ate what the family ate; he wore what he was told to wear; he had no choice in the matter of what he should do, or where he should go. He worked on the farm, doing whatever his father planned for him. He went to church when his mother told him to do so, in fact, he was from childhood regimented as to every detail of his daily life.

This boy's father evidently believed literally in the adage that "children should be seen and not heard." When the boy tried to ask questions or to tell his parents at mealtime something he thought interesting, his father would stop him after he had said only a few words. Gradually, the boy checked his impulses to talk at home and when he mingled with others outside the home the habit of "keeping still" clung to him so tenaciously that he was asked frequently why he did not talk more.

* * * *

Parents must learn that they are responsible for the early education of their children and must be aware of how learning takes place. They must know that through asking questions and conversations, through observation at home children learn many of the important things they need to know.

Therefore, opportunities for children to ask questions and to converse should be increased rather than curtailed and freedom of decisions and choice should be given discriminately to them.

Some Questions for Discussion

What can a superintendent do to improve the situation in the school mentioned above?

What violation of the principles of learning are found in these episodes?

Discuss freedom and regimentation as they relate to the behavior of children in school, at home.

How far can children be allowed freedom of choice in daily routines, in selecting clothes, choice of friends, in other things?

What can teachers and parents do to bring about a mutual understanding of the problems they have with their children?

In view of the problems presented above, what can parents do to prepare children for school life?

Books to Read

BAIN, WINIFRED E. *Parents Look at Modern Education*. A book to help an older generation understand the schools of the new. New York, D. Appleton-Century Co., 1935. Chapter V. The teacher's contribution to your child's education, p. 82-100.

MYERS, GARRY CLEVELAND. *Developing Personality in the Child at School*. New York, Greenberg, 1931. Chapter X. The pupil's personality and the teacher's human frailties, p. 189-229.

REDDING, TRACY W. *When Home and School Get Together*. New York, Association Press, 1938. Chapter 11. Can we allow more sociability?

WILE, IRA S. *The Challenge of Adolescence*. New York, Greenberg, 1939. Chapter X. Family influence, p. 209-261.

★ **Regional Conference in Havana**

At a recent meeting of American members of the board of directors of the World Federation of Education Associations, it was voted to accept the invitation of the Cuban educational organizations and Cuban Government officials to hold a regional conference in Havana. The meeting is to be held December 26-28, with an open general session the evening of the 25th.

In the Interest of Citizenship



A large map of Europe and Northern Africa was placed in the Information Room of the Cathedral of Learning at the University of Pittsburgh, during the 1940 summer sessions. Dr. Carl L. Stotz, assistant professor of geography, plotted the events of a world at war on the map twice daily by means of pins, clippings, and shaded areas.

During its recent summer school session, the University of Pittsburgh featured a program of courses designed to acquaint teachers with background and information pertinent to the present world crisis. These courses included the following, offered by various departments of instruction:

Europe Between Two Wars.
Backgrounds of Modern England.
The Present European Scene and American Religious Education and Thought.

Geography of Western Europe.
European Dictatorships.
Contemporary European Democracies.
Social Life and Relations Among the Peoples of Europe.
The Crisis in World Politics.

Theories of International Organization.

Population and Race Problems.

The Economic Effects of War.

The Far East and the Pacific.

Geography of the Near East.

History of Inter-American Relations.

New Viewpoints in American History.

American Political Parties.

The United States as a World Power.

Foreign Policy of the United States.

Problems in American Government.

Historical and Comparative Survey of Secondary Education.

Permanent Problems in History.

Sociology of Conflict.

Psychology of Reasoning and Indoctrination.

Philosophy of Science.

Control of Business.

Economics of Consumption.

Industrial Relations.

Labor Problems.

Consumer Business Education.

Current Economic Events and Problems.

Nationality rooms in the Cathedral of Learning provided an appropriate setting for classes devoted to the study of nationalism and internationalism in the world today. These rooms represent the respective cultural contribu-

Twice daily Dr. Carl Stotz, associate professor of geography, shows the constant geographical changes on a large map in the Cathedral of Learning.



tions of the many nationality groups resident in the Pittsburgh area.

Each Monday afternoon a seminar on current events was attended by several hundred teachers. Prominent members of the faculty reviewed the news of the week and discussed such topics as geography of the Mediterranean, the Government of France, the third term, Japanese foreign policy, economic effects of war, etc. Following an hour's lecture, students had ample opportunity to ask questions. Many teachers testified that these seminars were vital and pertinent as teaching aids for a new school year in a troubled world.

The former Polish Minister of Education, Dr. Wojciech Swietoslawski, conducted a symposium on the subject, The Basis of Citizenship Training in Totalitarian and Democratic States. Dr. Samuel Van Valkenberg of Clark University came to Pittsburgh to address the students and faculty on political geography. Prof. George Carver discussed The Future of Literature, and Dr. C. W. Lomas, How to Listen to a Political Speech.

The combination of formal classroom instruction, visual aids, seminar periods, and special lectures was a valuable combination to the teachers in service who attended summer school at the University of Pittsburgh.

NOTE.—At the request of the United States Office of Education, the University of Pittsburgh gives *SCHOOL LIFE* readers the above first-hand description of some activities carried on in the interest of enlightened citizenship.



Don't Forget

At any time when you are visiting the Nation's Capital, we hope you will remember to come in to the United States Office of Education and tell us something of the activities of your schools or other educational agency.

The Office of Education is located in the New Interior Department building. In this building is also located the art gallery where work of colleges and universities from the various States is exhibited; and the museum of the Department of the Interior which includes an exhibit from the Office of Education.

Teachers' Assistance Sought

At the request of the Division of Alien Registration of the United States Department of Justice, the United States Commissioner of Education transmitted the following message to State departments of education and through their courtesy to principals and teachers of public schools throughout the Nation:

A Nation-wide registration of aliens is being conducted until December 26, 1940. This is a compulsory registration required by specific act of Congress.

The cooperation of public-schools principals, teachers, and superintendents is requested in behalf of aliens whom they know and who may wish their help in completing the specimen registration form in advance of actual registration. Actual registration and fingerprinting will be conducted by post-office personnel in first-class, second-class, and county-seat post offices, and in other designated offices.

It is not the thought that announcement of the registration should be made in classrooms or that any obligation should be placed upon teachers to see that aliens register. It is desired rather that teachers should be helpful as far as they can in explaining the questions as reproduced in the specimen registration form and in assisting aliens to complete these forms whenever such assistance is requested or is likely to be welcomed.

Teachers should also feel free to refer aliens to recognized, professionally staffed, social agencies, such as settlement houses, international institutes, travelers' aid, family societies, councils of social agencies and community chests, in communities where these are available, when the alien is confronted with difficult technical problems.

Aliens can obtain the specimen registration form, which includes instructions, at any post office whether or not it is a registration office. The alien is free to consult with anyone whose help he wishes in completing the specimen form. On the other hand, he need not consult anyone if he does not wish to do so, and may register at any designated post office in the United States. Regulations can be inspected at the post office. Registration and fingerprinting are free.

All aliens 14 years of age or older are required to register. Alien children under 14 years must be registered by a parent or guardian. Generally speaking, foreign-born persons who have not

been naturalized or who have not acquired citizenship through others are aliens. Persons with first citizenship papers must register.

The purpose of the registration is to enable the United States to know how many aliens are within its borders, who they are, and where they are.

It is suggested that this message be transmitted by you to city and county superintendents, and that the latter in turn convey the message to teachers.

Your cooperation will be a valuable service to citizens and noncitizens alike. It will contribute to the efforts of the Division of Registration and the post-office personnel to be as helpful as possible to aliens in carrying through the registration.



Tolerance

(Concluded from page 65)

America is chiefly due to the lack of strong religious convictions; that we are tolerant as a people because we are uncertain of our faiths. This assertion we deny. Rather we hold with Phillips Brooks that it betokens the dawning of "a time when love of truth shall have come up to our love of liberty, and men shall be cordially tolerant and earnest believers both at once." Democracy, with its faith in the unique value of human personality, with its freedoms, its patience and tolerance, with its altruism and social justice, is in a true sense but the attempt to institutionalize the moral values which all religions teach.

A Paradox

I give you a paradox: A democratic school system may confess to only one intolerance. We will not tolerate that which would destroy our tolerance. Hymns of hate we will not sing. The schools must teach intolerance only of injustice and of lies, of hate, of greed, and of brute force. The schools must help to defend those liberating principles upon which our life and happiness depend. Schools must teach a tolerance that is truly American—NOW!

John W. Studebaker
U.S. Commissioner of Education.



The laboratory hour in a defense-training class at Burgard Vocational High School, Buffalo, N. Y., finds these two students busily engaged in testing metal airplane parts.

Progress Report

The Defense-Training Program

Additional Federal funds made available for defense training through the supplemental appropriation act signed by President Roosevelt early in October has enabled State boards for vocational education to continue the defense training started during the summer and to plan for expanded programs during the current school year.

As indicated in previous articles in this series, the preemployment refresher courses for workers preparing for occupations essential to the national defense and supplementary courses for workers already in such occupations were started early last summer, under an appropriation of \$15,000,000. Reports received in mid-October from the States showed that more than 128,000 had been enrolled in 4,535 of these two types of courses, about two-thirds of the enrollment being in preemployment refresher courses.

It is estimated that the short intensive courses provided for engineers through the new Federal act will provide preemployment training for those of this group who are to be employed in defense industries, both governmental and private, and in services allied to national defense, and in-service training for engineers who are already employed in such industries and services and who need supplementary training to improve their efficiency or to fit them for changes in their jobs. A committee composed of leaders in the field of engineering is acting as a consulting body in the development of the engineering training program.

Under the provision of the Federal legislation covering the training of out-of-school rural and nonrural youth, young men who have some skill in ordinary mechanical practices will be given such general preemployment courses as the following: Operation,

care, and repair of tractors, trucks, and automobiles, including both gas and Diesel engines; general hot and cold metal work, including machinery repair; elementary plumbing, including construction and operation of water supply and sewage-disposal systems; woodworking, with emphasis on framing and form building; elementary electricity, including operation, care, and repair of electrical equipment; concrete construction and stonework; home nursing and first aid; and in such special preemployment preparatory courses as related shop mathematics, blueprint reading, welding, machine-shop work, sheet-metal work, and radio service and repair. In this way these rural youth will receive basic training in mechanical and other fields which they are unable to secure under the regular program of vocational education offered in the larger centers and will be equipped to assist in fundamental defense operations. Much of the training for these rural and nonrural groups will be offered in the farm shops maintained in connection with vocational agriculture departments in rural schools and in the general shops of small cities or towns.

The \$7,500,000 appropriated under the new act for "vocational courses and related or other necessary instruction . . . for young people employed on work projects of the National Youth Administration," is "to be expended in

Briefly, this legislation provides for: (1) The continuance of preemployment refresher courses for workers preparing for occupations essential to the national defense and supplementary courses for workers already engaged in such occupations through an additional appropriation of \$26,000,000, plus \$8,000,000 for equipment needed in such courses; (2) intensive courses in engineering colleges or universities "to meet the shortage of engineers with specialized training in fields essential to the national defense," through an appropriation of \$9,000,000; (3) the training of out-of-school rural and nonrural youth, through an appropriation of \$10,000,000; and (4) "vocational and related or other necessary instruction . . . for young people employed on work projects of the National Youth Administration," through an appropriation of \$7,500,000.

accordance with the provisions of the National Youth Administration Appropriation Act, 1941, except (a) that all training or educational programs for youth employed by the National Youth Administration on work projects shall be under the control and supervision of the State boards for vocational education of the several States and shall be paid for out of appropriations made to the Office of Education and expended . . . for vocational education."

Aid for Training Equipment

In contrast to the initial appropriation for defense training, the recent legislation provides funds for the "purchase, rental, or other acquisition of new or used equipment" needed by agencies offering defense-training courses.

As the administering agency for the defense-training programs provided under the new act, the United States Office of Education will approve plans formulated by the States for offering training in occupations essential to the national defense and the allocation of funds to State boards for vocational education and to engineering colleges and universities. The Office is working in cooperation with the States, the Advisory Commission to the Council of National Defense, the War and Navy Departments, and other Government agencies and services in formulating and putting into operation defense-training programs.

Defense-Training Facts

Enrollments in the defense-training programs are rising rapidly. As of mid-September, enrollments in the States ranged from 73 in one State to 24,180 in another. These figures cover enrollment in schools and classes for both whites and Negroes. States reporting an enrollment in excess of 1,000 include: New York, 24,180; Illinois, 11,930; Pennsylvania, 11,608; California, 10,801; New Jersey, 7,078; Ohio, 6,080; Washington, 5,317; Michigan, 4,626; Wisconsin, 4,071; West Virginia, 3,629; Kentucky, 3,621; Massachusetts, 3,530; Maryland, 3,328; Indiana, 2,453; Texas, 2,215; Virginia, 1,998; Oregon, 1,981; Tennessee, 1,717; South Carolina,

1,579; Colorado, 1,505; Louisiana, 1,325; Georgia, 1,305; Rhode Island, 1,187; Missouri, 1,158; Utah, 1,154; Florida, 1,132; and District of Columbia, 1,045.

Defense training has been confined largely to workers in three industries: Aviation, shipbuilding, and machine tool. Along the Atlantic and Pacific seaboards workers are being trained for aviation and shipbuilding. In the Middle West the training is given largely for the machine-making industries. It is estimated that approximately one-third of those enrolled are receiving training in the following occupations: Welding, drafting, blueprint reading, automotive work, electrical work, aviation, sheet metal work, and battery making.

Unusual and highly specialized courses are being offered in various centers. In Malvern, Ark., for instance, 25 workers were given supplementary training in the testing of barium used in radio tubes and auto ignition systems; in Atlanta, Ga., a course was presented in heat treating of machine tools and forgings; and in Pennsylvania courses are given in precision instrument maintenance and lens grinding.

State reports indicate that a large proportion of those enrolled for defense training are finding employment. The demand on the part of industries for

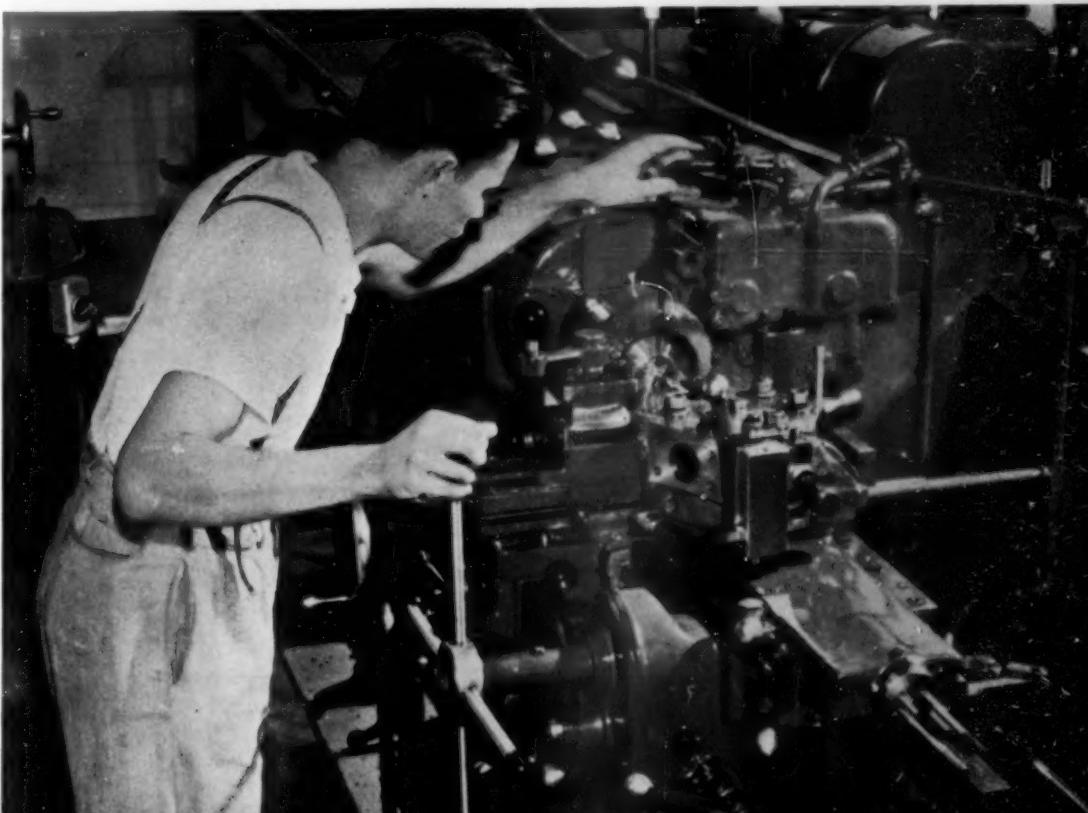
workers in some centers frequently results in defense-training enrollees accepting employment before they have finished their training. In a midwestern center, for example, 10 of 27 men in a class in machine-shop work were employed before they were half way through their training. Arrangements are made in most instances to gather drop-outs, who leave classes because of the demand of defense industries for workers, into evening classes where they may continue their training on a supplementary basis.

Reports From Here and There

Alabama

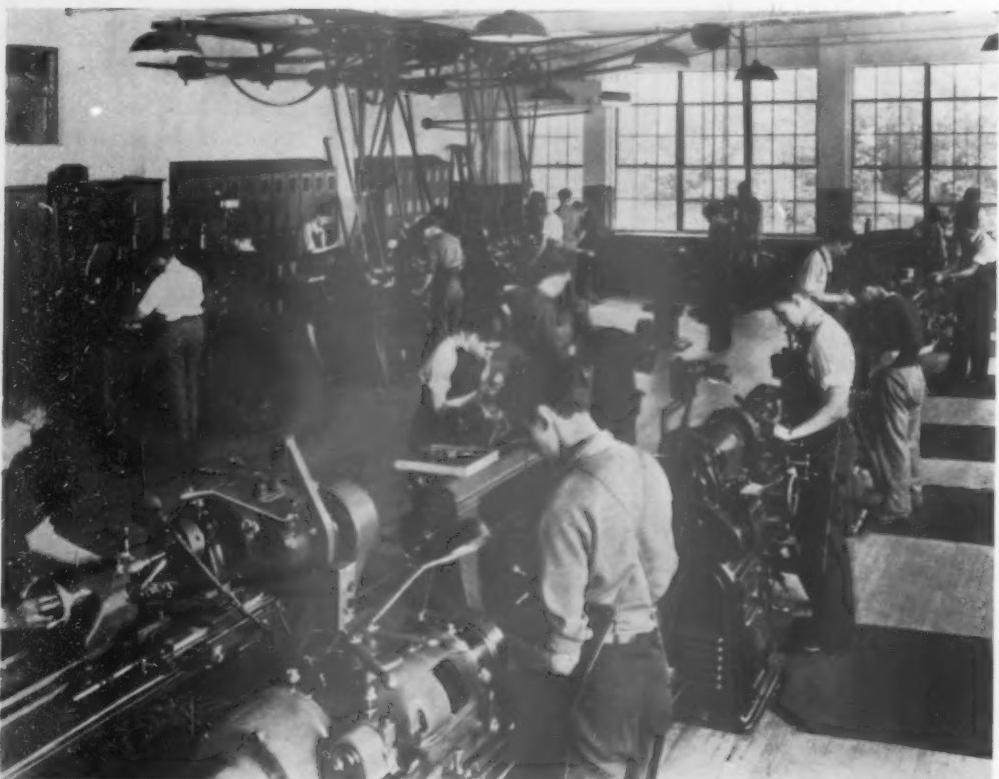
In an Alabama town 15 men, all of whom have been in other work or on WPA rolls, were given training in refresher classes in plastering. Most of them were brought in from areas outside the town. Immediately after they had completed their training these men were employed by contractors in the locality. Other groups are now being trained at the request of the contractors. Those who take this training are selected by an advisory committee composed of workers and employers and must possess the tools of their trade before they are admitted to training. Some of those who have taken the training have been unemployed for as long as 10 years. Their employment after

Student in defense-training course in South High School, Pittsburgh, Pa., learning to operate a turret lathe.





Students in a preemployment refresher class in Bogalusa, La., get training in welding.



Engine lathes will hold no mysteries for these students of H. Fletcher Brown Vocational High School, Wilmington, Del., when they have completed their defense-training course.

they finish training is now assured, since the contractors know practically to a man how many they will need.

New York

A survey made in New York State early in the fall showed that the aviation industries were planning to employ

a large number of workers. Farmingdale aviation industries alone, it was reported, would need more than 20,000 workers. A similar need was reported by Buffalo aviation industries. With this in mind the State appropriated \$110,000 to finance 8 industrial schools to begin by December 1 the job of

training 25,000 semiskilled workers to meet the shortage in the aircraft industry. The 8 schools to be located in Nassau County and at Yonkers, Utica, Elmira, Syracuse, Plattsburgh, Watertown, and in one undetermined city in southwestern New York will, it is estimated, be able to train at least 11,000 men in welding, riveting, flat metal, and preliminary assembly work.

Courses in 30 different subjects, from automobile and truck mechanics to telephony, have been offered in Buffalo vocational and technical high schools during the fall. These courses were given in afternoon, evening, and all-night sessions.

Missouri

The importance of defense training was accidentally impressed upon a class in a Missouri town, headquarters of a powder mill. When the class had been in operation 2 days the powder mill exploded. Instead of continuing their training, the class members dropped their training and accepted employment with the powder factory in remodeling and rebuilding the plant. The class was reorganized, and the students continued their training on a supplementary basis in evening sessions—with a new understanding of the meaning of defense training.

Michigan

Following a policy observed in many centers, educational authorities in the Cassidy Lake Technical School, at Chelsea, Mich., base their training programs upon the specific needs of the local industries. The course in auto mechanics is based upon the need indicated by the Public Employment Service for men in this field. The course in sheet-metal occupations follows the procedures used in a nearby industry. The welding course attempts to prepare workers for employment in a local aircraft factory which has a contract for military training planes. A course in auto-radio manufacturing is modeled on the activities and occupations followed in a local factory.

Teachers in the Cassidy Lake defense-training programs are taken to the industries for which they are expected to train workers to observe the

actual industrial practices. As a result they are in position to make their courses extremely practical.

Pennsylvania

Defense-training programs are in operation in 60 centers in Pennsylvania, and 11,608 persons are enrolled. Training is offered in approximately 25 different occupations.

California

Outstanding feature of defense-training courses offered in California is the emphasis on the class-type training of foremen, "straw bosses," and squad leaders. Such courses are held in both schools and plants. At least 1,000 work supervisors in the aviation and petroleum industries have been enrolled in these training classes. Although California has been offering training for the group indicated for the past 10 years, this training has been greatly accelerated as a result of the defense emergency.

Miscellaneous

In Paterson, N. J., the vocational school courses are on an all-night basis. Reports show that 1,173 men have been placed in jobs following training and are reported to be earning an average salary of more than \$30 a week—a total pay roll of more than \$35,000 weekly. Many of these men now employed in Paterson industries were on the local relief rolls or employed on WPA projects.

In Akron, Ohio, courses have been completed by 260 students. According to reports 50 of the trainees are now employed. Second courses are reported to be under way in Akron.

In Baltimore, Md., more than 1,000 have completed training and additional classes are now being opened.

Most training in the vocational education program for defense workers has involved men. Very few women have thus far been included in the program. Exceptional cases are:

Danville, Va., where a woman is a member of an airplane mechanics course.

Fort Atkinson, Wis., which has two women studying sheet metal work;

Bridgeport, Conn., where girls and women are learning to do precise tasks

included in the making of parachutes. In another Bridgeport class women are being trained in mechanical drawing tracing.

Wichita Program

(Concluded from page 70)

mately 3,000 adults were enrolled in classes in homemaking and parent education in the Wichita program last year.

It is obvious that the day schools, also, are vitally concerned in the development of the program. A number of principals and teachers are giving excellent leadership in their school districts, helping children and parents to recognize and try to solve some of the common problems which beset families in their neighborhoods. Several elementary schools have had a number of faculty meetings to discuss the program and their part in it. In the three districts mentioned earlier in this article, the schools have taken a very active part in the organization of the projects which have been discussed. The high-school home economics department has already undertaken specific curriculum revision, looking toward a greater degree of pupil participation in the planning of courses and a closer adjustment of the work of the department as a whole to the needs of students and their families. Three home economics teachers are arranging to have mothers of students in the course known as "home and society" attend meetings of the class and take part, with their daughters, in class discussions.

The staff of the Wichita program is making interesting plans to measure progress in terms of the benefits which these activities are bringing to the families who participate in or are served by them. What the results of such an evaluation will finally be, one, of course, does not know. It would certainly seem, however, that the projects so far carried through successfully would more than justify the time and effort which have gone into their development. Wichita is demonstrating that the democratic process can be used to create the kind of conditions in a community under which democracy, itself, can best survive. In these troubled times, such a demonstration is a major contribution.

The A. V. A. Convention

A VARIED program, in which national defense training will occupy a prominent place, is assured those who attend the annual convention of the American Vocational Association in San Francisco, December 16 to 18. According to the announcement issued from association headquarters in Washington, business and industrial leaders, labor leaders, Government and military officials, and educators responsible for vocational and industrial education programs will attend the convention.

Among those who will speak or have a prominent part in the program are: Mrs. Eunice Harrison, principal of the Middlesex County Vocational School for Girls at Woodbridge, N. J.; Lt. Col. Frank J. McSherry, an administrative assistant of the Advisory Commission to the Council of National Defense; Vierling Kersey, superintendent of schools in Los Angeles; F. T. Struck, professor of industrial education, Pennsylvania State College; Ira W. Kibby, chief, bureau of business education, California State Department of Education; Hamden L. Forkner, Teachers College, Columbia University; J. Hugh Jackson, Stanford University; Paul H. Nystrom, member of the Federal Advisory Board for Vocational Education; and State directors, supervisors, and teacher trainers in the various branches of vocational education in the States.

Special vocational guidance meetings have been arranged by the Vocational Guidance Section. Preceding the convention, on December 13 and 14, the National Association of State Directors will hold its annual meeting.

Registration headquarters for the convention will be in the Fairmount Hotel, San Francisco.

Selective-Service Publications

Regulations for selective military service prescribed by Executive Order No. 8545, signed by President Roosevelt, September 23, 1940, have been made available in the following six publications, copies of which may be had from the Superintendent of Documents, United States Government Printing Office, Washington, D. C.: I. Organization and Administration; II. Registration; III. Classification and Selection; IV. Delivery and Induction; V. Finance; and VI. Physical Standards.



EDUCATORS' BULLETIN BOARD



New Books and Pamphlets

The Unit in the Social Studies, by James A. Michener and Harold M. Long. Cambridge, Mass., Graduate School of Education, Harvard University, 1940. 108 p. (Harvard Workshop Series, No. 1.) 75 cents.

Surveys the meaning of the term unit and presents sample units; includes a bibliography on the subject and a bibliography of illustrative units.

Contemporary Social Problems; a tentative formulation for teachers of social studies, edited by Louis Wirth. Chicago, The University of Chicago Press, 1940. 68 p. \$1.

Presents the analysis of a social problem—Housing—showing a representative mode of approach employed by the social scientist in the formulation and analysis of social problems and the typical sources used.

Adult Education

Adult Education Councils, by Ruth Kotinsky. New York, American Association for Adult Education, 1940. 172 p. \$1.25.

Discusses the potentialities of councils, purposes and motives, implementing purposes with programs, problems of organization and finance, and community organization.

Checklist. Free and Low-Cost Books and Pamphlets for Use in Adult Education. Exhibited at the fifteenth annual meeting of the American Association for Adult Education. New York, American Association for Adult Education, 1940. 23 p. 15 cents.

A list of some 850 useful adult study aids, includes many fields of interest and provides materials designed to meet varying degrees of reading ability.

Consumer Education

Making Consumer Education Effective. Proceedings of the second national conference on consumer education held at Stephens College, Columbia, Missouri, April 1, 2, and 3, 1940. Sponsored by Institute for Consumer Education. Columbia, Mo., Stephens College, 1940. 253 p. \$1.

Papers and discussions of the conference, which is organized for teachers, economists, and others professionally interested in the education of the consumer.

Merit System

The Awkward Age in Civil Service, by Betsy Knapp, Washington, D. C., National League of Women Voters, 1940. 114 p. 40 cents.

Provides material for study and action in the extension and improvement of the merit system.

Industrial Training

Industrial Training for National Defense, by Charles M. Mohrhardt. Chicago, American Library Association, 1940. p. 445-456. (The

Booklist, vol. 36, no. 22, Aug. 1940, pt. 2.) 25 cents.

A selected annotated list of up-to-date titles, prepared for libraries, vocational and trade schools, and for governmental agencies who are cooperating in the training for national defense programs.

Sound Systems

Central Sound Systems for Schools. New York, Committee on Scientific Aids to Learning, 41 East 42d St., 1940. 69 p. (Free to teachers and administrators).

Technical information for school administrators who are considering the installation of a central sound system.

Elementary Education

Meeting Special Needs of the Individual Child. Nineteenth Yearbook of the Department of Elementary School Principals, National Education Association, 1940. Washington, D. C., National Education Association (1201 Sixteenth St. NW.) 1940. \$2.

To help administrators and teachers discover the needs of each child and to meet these needs so far as possible through the school. Study outline for use in faculty meetings, principals' clubs, college courses, conference programs, and study groups, 25 cents.

SUSAN O. FUTTERER



Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the Library of the Office of Education on interlibrary loan follows:

ALLEN, HARLAN B. Origin, development, and evaluation of the general policies and practices governing teacher certification in New York State. Doctor's, 1939. New York University. 261 p. ms.

ARMSTRONG, JAMES L. An analysis of the influences that were responsible for the development of vocational agricultural programs for Negroes in Georgia. Master's, 1939. Howard University. 110 p. ms.

BOND, AUSTIN D. An experiment in the teaching of genetics with special reference to the objectives of general education. Doctor's, 1940. Teachers College, Columbia University. 99 p.

CHANDLER, JOHN R. Organization and functions of state departments of education. Doctor's, 1940. University of Oklahoma. 368 p. ms.

CHURCH, ALFRED M. Study of China and Japan in American secondary schools: what is worth teaching and what is being taught? Doctor's, 1940. Harvard University. 395 p. ms.

CLARKE, H. HARRISON. The application of measurement in physical education programs in secondary schools. Doctor's, 1940. Syracuse University. 331 p. ms.

DAILARD, RAOPH C. An estimate of the cost of making grades 9 through 12 of the American common school effectively free. Doctor's, 1939. Teachers College, Columbia University. 109 p.

DOSCHER, NATHAN. A critical analysis of some visual aids used in teaching pedestrian safety on city streets. Doctor's, 1939. New York University. 239 p. ms.

DUNKLIN, HOWARD T. Prevention of failure in first grade reading by means of adjusted instruction. Doctor's, 1940. Teachers College, Columbia University. 111 p.

GARRISON, LLOYD A. Junior college teachers: their academic and professional education. Doctor's, 1940. Yale University. 173 p. ms.

GILLETTE, JOHN S. Comparison of blackboard with seat method of doing drill work in seventh grade arithmetic. Master's, 1938. Texas College of Arts and Industries. 50 p. ms.

GOETSCH, HELEN B. Parental income and college opportunities. Doctor's, 1940. Teachers College, Columbia University. 157 p.

GRAHAM, ROSS. A classroom illumination study of the public school system of Jeffersonville, Indiana. Master's, 1939. University of Louisville. 168 p. ms.

HEEP, RICHARD H. The Civilian Conservation Corps: a new kind of educational and vocational training. Doctor's, 1939. Fordham University. 406 p. ms.

HOLBROOK, SARA V. New education in Italy: a social study. Master's, 1938. New York University. 33 p. ms.

HOUSE, DARRELL C. Effect of Civilian conservation camp's recreational program on the realization of its educational objectives. Master's, 1937. University of Kentucky. 25 p. ms.

JAUCKENS, ANITA. Mexican readers as instruments of the socialist program. Master's, 1940. University of Louisville. 185 p. ms.

LAHR, JOHN M. Guidance programs in rural communities: a study of the progress of guidance developed in the New York State rural elementary and secondary school in its relation to the community. Doctor's, 1939. New York University. 153 p. ms.

LANGE, PAUL W. Administration of free textbooks in city school systems. Doctor's, 1940. University of Chicago. 185 p.

MCCULLOUGH, J. CLAIR. Interrelationship between characteristics of delinquent youth and types of delinquency. Doctor's, 1939. New York University. 140 p. ms.

MEADOWS, AUSTIN R. Safety and economy in school bus transportation. Doctor's, 1940. Teachers College, Columbia University. 288 p.

REICHAUT, ROBERT R. A study of the value of the high school English literature course. Master's, 1937. Oregon State College. 126 p. ms.

SMITH, EMANUEL A. A study of college art education in the United States. Master's, 1939. New York University. 91 p. ms.

SPRAGUE, HARRY A. A decade of progress in the preparation of secondary school teachers: a study of curriculum requirements in 55 state teachers colleges in 1928 and 1938. Doctor's, 1940. Teachers College, Columbia University. 170 p.

SULLIVAN, JOHN C. A study of the social attitudes and information on public problems of women teachers in secondary schools. Doctor's, 1940. Teachers College, Columbia University. 142 p.

SUPER, DONALD E. Avocational interest patterns: a study in the psychology of avocations. Doctor's, 1940. Columbia University. 148 p.

WILES, MARION E. Effect of different sizes of tools upon the handwriting of beginners. Doctor's, 1940. Howard University. 147 p. ms.

WILSON, A. L. Preparation of the public school budget in Texas. Master's, 1939. Texas College of Arts and Industries. 57 p. ms.

WISSMANN, SALLY W. A comparative study of placement agencies for women office workers with special reference to school placement and guidance programs. Doctor's, 1939. Harvard University. 551 p. ms.

RUTH A. GRAY

Administration of and Accounting for

School Bus Transportation

by Andrew H. Gibbs, Chief Educational Assistant in State School Administration

Comparable pertinent data on pupil transportation and the means for making them available, particularly for State and local school administration, have been cited in most transportation studies as outstanding needs. Efficient administration of the transportation program and accurate accounting for the public funds expended for this service are impossible without adequate records, reports, and procedures to account for personnel, finance, and property.

In response to a request of the National Council of Chief State School Officers, the United States Office of Education and the States have, since 1935, been engaged in a cooperative program on school records and reports. In carrying out the program as planned, the Office and the State departments of education have cooperatively evolved and tried out basic definitions, forms, and procedures necessary in efficient school administration. One phase of this program is concerned with a study of accounting for pupil transportation and with the development of a series of suggested forms¹ to be used as guides, by States in revising their respective systems.

In order to obtain comparable data and to suggest an accounting system that is relatively simple it was necessary to realize (1) that school transportation exists primarily to convey pupils to and from school from designated places within reasonable walking distances of homes; (2) that there are several different uses, in varying amounts, made of school transportation equipment; (3) that better accounting for the expenditure of public funds for transportation is needed and

desired; (4) that accounting for bus transportation by publicly owned, operated, and maintained systems and by contract should receive major emphasis; (5) that recording and reporting should be simple and accurate and should permit meaningful studies to be made within and between States; (6) that uniform terminology, forms, and procedures should be cooperatively evolved; and (7) that, since transportation cannot be considered apart from related administrative problems, records and reports should facilitate planning and establishing more satisfactory areas of attendance and of administration.

Methods of Providing Transportation

The methods employed by school systems to provide transportation are (1) by publicly owned, operated, and maintained facilities; (2) by public utilities; (3) by contract; and (4) by payment of money in lieu of transportation. (See fig. 3.)

Unit Cost and Expenditure Bases

Since comparisons probably will continue to be made, it seems desirable to be able to figure cost of transportation on several unit bases and to keep relatively constant the kind of service for which the cost is derived. This set of forms provides bases on which unit costs and expenditures may be figured for bus transportation by type of trip, by type of road, by bus, by route, by administrative unit, by school, by day (week, month, year), by mile, by pupil, and by combinations of these.

Types of Trips

Trips for which school busses are used are classified as (1) regular trips, (2) other trips, and (3) special trips. Regular trips are those made to transport children to school for instructional purposes and home again on days schools are in session. Other

trips are those made for other instructional purposes on days schools are in session, during school hours, to transport pupils to museums, art galleries, and libraries, on field trips, etc. Special trips are those made to transport pupils and spectators to athletic events, picnics, etc.; to transport patrons and school employees to parent-teacher and school board meetings, institutes, etc.; and to transport graduating students or classes to another city during Easter or other holidays or to "world's fairs," etc.

There is a difference in extent of transportation service offered in school systems using busses for regular trips only and in systems employing facilities for regular, other, and special trips. It is necessary to differentiate these uses of busses in order to arrive at valid unit costs for comparisons between localities and States. For this reason regular trips, common to all transportation systems, will be accounted for separately.

The suggested series comprises the school-bus schedule; periodic reports of the bus driver, the principal (or teacher), the supervisor or other officer in charge of transportation, the superintendent of the local administrative unit, and the State superintendent; inspection, maintenance and operation, and accident reports; permanent cumulative records of equipment and operating personnel; and driver and operator contracts.

School Bus Schedule

The school-bus schedule, shown in figure 1, is the basic record form in this suggested series. It must be kept up to date, referred to frequently, and should be used to integrate the series of forms and eliminate duplicate recording and reporting in the progressive movement of information from its source. The administrator must have definite information concerning pupil residence,

¹ The forms described and illustrated in this article were prepared by the author, under direction of H. F. Alves, specialist in State school administration, in the U. S. Office of Education, with the cooperation of State departments of education, and the assistance of the National Advisory Committee on School Records and Reports.

Work as a Basis for Occupational Training

by Howard W. Oxley, Director of CCC Camp Education

★★★ Learning by doing as exemplified by learning through work under actual production conditions is the core philosophy of the occupational and vocational training program in the CCC camps. Work in the camps is subject to strict supervision and requirements. The projects themselves are chosen for their importance in the conservation of the natural resources of the country and for their social significance as well. The basis of training in the camps is, therefore, one which evokes on the part of the enrollee trainee respect for its integrity and meaningfulness.

While the end results of the work accomplished by the CCC camps have been and are important, they may be regarded in the light of the purposes of the corps as highly desirable by-products, for the law under which the CCC currently exists and operates states "that there is hereby established the CCC . . . for the purpose of providing employment, as well as vocational training, for youthful citizens of the United States who are unemployed and in need of employment . . . through the performance of useful work in connection with the conservation and development of the natural resources of the country." The purpose of the corps is, therefore, to provide work of social and economic significance in order that it may serve as a basis for training. The CCC camps provide a fairly wide variety of work types ranging from clerical to the operation of heavy construction equipment. The normal CCC camp has a strength of 200 enrollees. Twenty-four of these men are assigned to overhead duty in connection with the maintenance and operation of the camps, which is under the jurisdiction

of the military. They are distributed somewhat as follows: 1 senior leader, 1 company clerk, 1 canteen steward, 1 supply clerk, 1 assistant leader for education, 1 infirmary attendant, 2 orderlies, 1 camp maintenance man, 1 mess steward, 1 truck driver, 1 night guard, and 12 cooks and others on kitchen force.

Specialized Tasks

The remaining men are turned over to the technical service for work. Certain specialized tasks are required by the work projects in all camps such as a technical service clerk, a mechanic's helper, a night watchman, a supply clerk, an orderly, and several truck drivers. The remaining men work at the various field tasks which vary greatly from service to service. The principal services operating CCC work projects are the national and various State park services, the United States Forest Service, and the Soil Conservation Service.

A recent survey of CCC jobs made by the Office of CCC Camp Education indicates that an aggregate of 81 different types of work are carried on in CCC camps. Twenty-seven of these types are found on the Army and technical service overheads, and 54 on the various field projects. No single camp, of course, possesses the entire range of types. The average individual camp has from 18 to 22 different jobs on the respective overheads and from 8 to 11 different field jobs.

Training on the job for CCC enrollees has two objectives—(a) increased efficiency in the performance of the camp or field job, and (b) training for employment in future life. In this connection, the study referred to above indicates the 81 different jobs found in

CCC camps carry over to a minimum of 181 jobs on the outside. There is, of course, a wide variation in the amount of training afforded by a CCC job which is applicable to further employment. In many instances, camp jobs can only furnish a general basis for further training while in many others, such as clerical, cooking, and truck driving, complete preparation for outside employment can be offered.

The desirability of CCC camp work as a basis for training is emphasized most clearly when it is observed that whereas the age of enrollees ranges from 17 to 24, with the average age 19, during a recent quarterly enrollment, that of July 1940, of 71,757 men enrolled, 73 percent had never before been employed, while an additional 8 percent had a previous work history of 4 months or under. Thus the enrollee group is seriously in need of actual work discipline as well as occupational and vocational instruction.

Four Types of Training

In the organization of occupational training based on camp work jobs four types of training may be recognized:

Training on the job including not only training in the technical processes of the job, but in work discipline as well.

Off-the-job training in those phases of the work job which cannot be economically taught on the job.

Related training in mathematics, English, and the like, and

Occupational or vocational training designed to bridge the gap between the upper limits of training possible on the job and the minimum requirements of beginning employment on the outside.

In the development of camp training based on work, camp committees must bear certain guidance factors constantly in mind:

Enrollees must be assigned to camp tasks in keeping with their previous background and experience, their aptitudes and interests, and the possibility of future employment.

Evaluation must be made of progress of enrollee on assigned tasks, and training and reassignment made when necessary. In short, the variety of jobs in camp must be made use of for exploratory purposes.



Surveying class.

In the planning and execution of training programs based on camp work jobs, camp educational committees, in order to obtain maximum results, must:

Make a survey of all jobs on the camp overhead and on the work project together with the standard civilian occupations to which these jobs may lead. For this purpose, the standard occupation list of the Bureau of Employment Security and the findings of State employment services, the National Youth Administration, Agricultural Extension Services and the like are used.

Make analyses of all jobs, overhead and work project, in the camp in order to determine the occupational and vocational training possibilities inherent in them. These analyses include not only an analysis of the special job operations but of the additional technical and related training required.

Procure from employment services, employers, and other recognized sources, job analyses, job specifications, and other information concerning standard occupations in outside employment. This information includes, in addition, data concerning education, personal qualifications, experience and other factors required for success in the work and which may be utilized in the guidance of the enrollee. This information should, in general, be valid for the home community or region of the enrollee or for the locality in which the camp is located since records indicate that it is probable that the enrollee will secure employment in these sections.

Using the foregoing steps as a basis for planning, prepare schedules for (a) training on the job, (b) necessary related and off-the-job training, (c) training required by the individual enrollee to qualify himself as a beginning worker in the appropriate outside employment.

Many Specific Values

The effective accomplishment of this interrelated camp work and training program has many specific values. It makes available to enrollees accurate and up-to-date information regarding jobs in which they may secure employment. It aids enrollees and staff members in understanding camp training opportunities and their direct relation to jobs in private employment. It stimulates the interest of enrollees in their camp jobs thereby increasing the quantity and improving the quality of work performed. It enables an improved planning of understudy training. It permits the assignment of enrollees to jobs offering them the maximum of training opportunities in accordance with their interests, needs, and abilities. It provides exploratory and try-out experience on jobs, thus permitting enrollees to make a more intelligent choice of a vocation. Finally, it aids in the increased effectiveness of the program of placing enrollees in gainful private employment with the advantage of better preparation for work and citizenship.

The Passing of a Pioneer

Mrs. Mary Schenck Woolman, deceased recently at the age of 80 years, was the founder of the first public industrial high school for girls in this country, known as the Manhattan Trade School for Girls.

In 1895, after years of study in Europe, she joined the staff of Teachers College, Columbia University, New York City. While there she organized and directed this school to prepare the youngest wage earners for advantageous entrance into the various branches of the needle trades. This soon became part of the public-school system, thereby establishing the principle that training for wage earning is a legitimate field of public education. The school has continued without interruption until today when it enrolls some 1,800 girls and the city of New York maintains more than 23 public day trade schools for both boys and girls.

Mrs. Woolman later (1912) went to Simmons College, Boston, and worked with the Women's Educational and Industrial Union there.

As a contemporary and coworker with Mrs. Lucinda Prince, these two pioneers struggled to develop programs for training girls for profitable employment in stores, shops, offices, and factories, blazing new trails in subject matter and methods in vocational education.

Mrs. Woolman wrote the first book on textiles to be used in the public schools. She also wrote on clothing and consumer problems in cooperation with Ellen McGowan and Thomas Nixon Carver, professor emeritus of political economy at Harvard University. She was awarded a medal by the American Academy of Political and Social Science for her achievements.

We only know the contributions which women have made to vocational education by noting the losses of such women as Mary Schenck Woolman and of Elizabeth Fisk of the Girls Vocational High School of Minneapolis, Minn., during the past year. The biography of such pioneers spells the history of vocational education.

ANNA LAYLOR BURDICK



New Government Aids FOR TEACHERS



by MARGARET F. RYAN, Editorial Assistant

FREE PUBLICATIONS: Order free publications and other free aids listed from agencies issuing them

COST PUBLICATIONS: Request only cost publications from the Superintendent of Documents, Washington, D. C.
enclosing remittance (check or money order) at time of ordering

(The free supply is usually too limited to permit of furnishing copies for all members of classes or other groups)

- Information on the 21 countries members of the Pan American Union is to be found in the following publications issued by the Union:

Bulletin of the Pan American Union—A monthly illustrated magazine containing practical information for all persons interested in Pan American progress and development. (See illustration.) Subscription price, \$1.50 a year; single copies, 15 cents.

American Nation Series—Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, and Venezuela. Price, 5 cents each.

American City Series—Asunción, Barranquilla, Bogotá, Buenos Aires, Caracas, Ciudad Trujillo, Guatemala, Guayaquil, Habana, La Paz, Lima, Managua, Maracaibo, Mexico City, Montevideo, Panama, Quito, Rio de Janeiro, Rosario, San José, San Salvador, Santiago (Chile), Santiago (Cuba), São Paulo, and Tegucigalpa. Price, 5 cents each.

Commodity Series—Alpacas, asphalt, bananas, cattle and pampas, chicle, coal and iron, coca, cocoa (chocolate), coconuts, coffee, nitrate fields, oils and waxes, Quebracho, rubber, sugar, Tagua, tanning materials, tin, wool, Yerba Maté. Price, 5 cents each.

A complete list of publications and prices will be sent on request to the Pan American Union, Washington, D. C.

● *Our Constitution and Government—Federal Textbook on Citizenship*, prepared by the Immigration and Naturalization Service, offers lessons on the Constitution and Government of the United States for use in the public schools by candidates for citizenship. In addition to 60 illustrations, it contains the text of the American's Creed, The Salute to the Flag, The Declaration of Independence, and the Constitution of the United States. It also describes the functioning of city, State, and Federal Governments. 50 cents.

● For proper maturing, the date plant requires prolonged summer heat and low relative humidity during the ripening period. *Date Growing in the United States*, Leaflet No. 170 of the Department of Agriculture, discusses the climatic requirements, varieties, pollination, propagation, soil management, and pruning of the date plant, as well as control of insects and diseases. 5 cents.



Courtesy of the Pan American Union

Publications of the Pan American Union.

● *THE CHILD*, a magazine published monthly by the Children's Bureau, United States Department of Labor, to meet the need for an exchange of information between the Children's Bureau and the various agencies actively engaged in furthering the interests of children, contains articles, brief reports, news items, and reviews of new publications relating to current developments in the fields of child health, child welfare, juvenile delinquency, and the employment of minors in the United States and in other countries.

This periodical is sent free on request to a restricted list, including State and local officials and agencies actively engaged in work for or with children. Others may subscribe through the Superintendent of Documents. Price, \$1 a year; 10 cents a single copy; postage additional outside of the United States.

● *Physicians' Handbook on Birth and Death Registration*, a Bureau of the Census publication, contains the international list of the causes of death and presents in condensed form those facts the physician should know concerning birth and death registration, besides providing a ready reference for the practicing physician. The handbook is suitable also for the training of the medical student with regard to his future duties in vital statistics and is of value as a practical reference in other fields. 15 cents.

● A map, in color, 40 by 29 inches, showing the recreational areas of the United States under Federal or State administration, including Alaska and Hawaii, is available free from the National Park Service, Washington, D. C. On the reverse side of the map are facts about each of the areas.

A Progress Report

Survey of Higher Education of Negroes

by Martin D. Jenkins, Senior Specialist in Higher Education

★★★ The general objective of the survey of higher education of Negroes¹ is "to assemble and interpret such social, economic, and educational data as will indicate needed programs of higher education, and to indicate the nature of the educational services now rendered to meet these needs." In order to facilitate the gathering and interpretation of the data, the survey has been divided into two major areas: (1) The social and economic setting of higher education for Negroes, and (2) the nature of the educational services now being rendered. A brief description of the several studies included in each of these areas follows.

The Survey Studies

I. The Social and Economic Setting of Negro Higher Education

A unique feature of the survey is the attention which is being given to the broader social setting of Negro higher education. It is assumed that a clear understanding both of existing race relations and their historical development, and of the socio-economic background of Negroes in the United States, is necessary if the problems and needs of Negro higher education are to be adequately defined. There are two major studies in this area of the survey:

(1) A rather comprehensive introductory statement, *The Background of American Race Relations*, is designed to assist in an understanding of the present social situation as it affects the higher education of Negroes. If the implications of our biracial social organization are to be understood, it is necessary to know something of the historical and sociological framework within which American race relations operate. The study attempts to analyze some of the

problems and assumptions which underlie the American biracial organization; to indicate how the present patterns and relationships came to be, how they are perpetuated, and the social costs to a democracy incident to their maintenance; and to delineate some of the conditions which must be met if a truly democratic social structure is to be attained.

(2) *Social and Economic Factors Affecting the American Negro* is a study designed to help in such an understanding of the social and economic background of Negroes as will throw light on the needs and problems of higher education. Previous studies of 1,104 southern counties, prepared for the Council on Rural Education of the Julius Rosenwald Fund, are being utilized. Maps have been prepared to show the location of colleges for Negroes, the density of Negro population in various areas, and the basic economy and degree of urbanization in each county. The findings of numerous other studies covering such topics as geographical distribution and migration trends, occupational distribution, occupational opportunities and limitations, and the educational status of skilled and white collar workers are given consideration. The data have been analyzed to show the social, economic, and educational factors in relation to county types and to the location of institutions of higher education for Negroes.

In addition to the primary studies described above, several contributory studies have been made. Among these are the following: (1) The construction of maps showing the location, by county and State, of 2,188 secondary schools and 131 higher institutions for Negroes; and (2) a tabulation of the origin, by county and State, of approximately 36,000 students enrolled in Negro colleges and universities.

¹ Caliver, Ambrose. Higher education of Negroes survey. *SCHOOL LIFE* 25: 83 & 86, December 1939 (a preliminary report).

II. The Nature of the Educational Services Now Being Rendered

The 12 major and minor studies which comprise this area of the survey attempt to define the educational services now being rendered by Negro institutions and to indicate needed programs of higher education.

1. *The Educational Program*.—The purpose of this study is to ascertain the present status of the total educational program in institutions for the higher education of Negroes, in order that the institutions may effect needed improvements. Although much quantitative data are to be gathered, the study is essentially evaluative in nature. Plans are now under way to apply in modified form the evaluative technique of the North Central Association of Colleges and Secondary Schools to a representative group of 25 Negro colleges. In this procedure an institution is evaluated, first, on the basis of the total pattern it presents as an institution of higher education and second, in each of its characteristics, in terms of current practice in a representative sample of colleges and universities in the North Central Area. This procedure is now being used also by the Southern Association of Colleges and Secondary Schools in the accrediting of higher institutions.

The following fields of institutional organization are to be covered: (a) Faculty competence, (b) faculty organization, (c) conditions of faculty service, (d) the curriculum, (e) instructional practices, (f) the library, (g) the student personnel service, (h) administrative practices, and (i) finance. The study involves the filling out of schedules by each institution and visits to each of the several colleges by specialists of the survey staff.

2. *The Negro College Student*.—The following tests and an inquiry form designed to elicit certain personal informa-

tion about each student were administered to almost 1,600 seniors in 50 4-year institutions: *The Cooperative General Culture Test*—an objective test covering achievement in the social sciences, the natural sciences, literature, fine arts, and mathematics; the *Cooperative English Test*—a test of reading ability; and the *Test of General Knowledge of the Negro*. A similar program, substituting the *American Council Psychological Examination* for the *Cooperative General Culture Test*, is to be administered to approximately 5,000 freshmen in both 4-year and junior colleges. The purpose of the study is to ascertain the ability, achievement, economic status, educational background, and occupational plans of students in Negro colleges; to determine the interrelationships of these factors; and to indicate on the basis of the findings, needed adjustments in the educational programs of the colleges.

3. *The Availability of Curriculums*.—The purpose of this study is twofold: First, to ascertain the extent and nature of the curriculums available in the institutions for the higher education of Negroes in order to reveal areas of over- and under-concentration of offerings within the several States; and second, to ascertain how these curriculum patterns compare, in scope, with those of institutions for the higher education of white persons, in each of the States maintaining separate schools, in order to determine the relative availability of educational opportunities for white persons and Negroes. Sources of the data are the catalogues of the several institutions. The approach is quantitative. Evaluation of the quality of the work offered is not attempted.

4. *The College Plans of High-School Seniors*.—This study was designed to test the hypothesis that a large proportion of Negro high-school graduates of high ability do not, because of financial disability, go on to college. *The Otis S-A Test of Mental Ability* and a questionnaire designed to secure information concerning the education plans and something of the financial status of the seniors, were administered to about 3,000 seniors in 19 rural and 19 urban high schools. A follow-up to find out which

seniors actually go to college will be conducted in the fall.

5. The study *The Higher Education of Negroes in Northern Universities* is designed to ascertain the general status of Negro students in northern institutions of higher education. Although the majority of Negro college students are enrolled in higher institutions primarily for Negroes, a large number attend northern colleges and universities which admit students without regard to race. These northern institutions plan an especially important role in the graduate and professional education of Negroes, in view of the fact that facilities for this type of work are largely unavailable in Southern States.

A specialist of the survey staff visited 9 of the larger universities and interviewed approximately 65 administrators in these institutions, including presidents, administrative deans, registrars, and personnel officers. Information was obtained relative to the ability and achievement of Negro students; the attitudes of administrators and the extent to which they are aware of the problems of Negro students; and the institutional practices, especially with regard to the admission, housing, and financial status of Negro students. In addition, a questionnaire, designed to ascertain their educational background, occupational plans, extracurricular participation, and financial status, was filled out and returned by 630 students, who constitute approximately one-half the total enrollment of Negroes in the 9 institutions.

6. In view of the fact that a number of the Southern States are expanding their facilities for the higher education of Negroes, a special study, *The Cost of Maintaining Higher Institutions*, is being made in order to determine how much it costs to maintain satisfactory schools of the following types: Junior colleges; liberal arts colleges; comprehensive universities; and independent schools of education, religion, medicine, and law. The source of data for this study is the *Biennial Survey* for 1937-38. Cost data of 301 institutions, located in all sections of the country, are being included.

7-9. Three studies are being made to ascertain the present status and trends

in special areas in order to provide a basis for improvements in practice. These studies are as follows: (1) *The Availability of Library Service*; (2) *Health Status and Trends*; and (3) *Adult Education Practices*. The data for these studies are being secured largely by questionnaires, supplemented by examination of college catalogs and some limited observations of institutional practice.

10-12. Three statistical summaries, utilizing data already available either in the Office of Education or the National Youth Administration, are being prepared: (a) *Enrollments in Negro Colleges and Universities*—a summary of enrollments since 1910; (b) *Income and Expenditures in Negro Colleges and Universities*—a summary of financial data since 1910; and (c) *Availability of Student Aid in Negro Colleges and Universities*—an analysis of the National Youth Administration reports of applications for student aid.

III. Integration and Interpretation.

The survey has not yet reached the stage of synthesis of the findings of the several studies and the organization of a report in terms of the central objectives. Several basic principles in terms of which the interpretations and recommendations are to be formulated have been defined. It is assumed: (1) That education is essentially a State and local function—no conception of a federally managed system is tenable; (2) that equality of educational opportunity for all is inherent in the democratic way of life; and (3) that higher education must be organized for a developing not a static society.

The survey staff is under the direction of Fred J. Kelly, Chief of the Higher Education Division, director; and Ambrose Caliver, senior specialist in the education of Negroes, associate director, both of whom are carrying on the survey assignment in addition to their regular duties.

The Index to SCHOOL LIFE, Volume XXV, October 1939 to July 1940, is now available. Requests for copies should be sent to SCHOOL LIFE, U. S. Office of Education, Washington, D. C.



CONVENTION CALENDAR



AMERICAN ASSOCIATION OF PHYSICS TEACHERS. *Philadelphia, Pa., December 27-30.* President: R. M. Sutton, Haverford College, Haverford, Pa. Secretary: T. D. Cope, University of Pennsylvania, Philadelphia, Pa.

AMERICAN ASSOCIATION OF SCHOOLS AND DEPARTMENTS OF JOURNALISM. *New York N. Y., December 27-29.* President: Vernon McKenzie, University of Washington, Seattle, Wash. Secretary: H. H. Herbert, University of Oklahoma, Norman, Okla.

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH. *Boston, Mass., December 28.* President: Stephen A. Freeman, Middlebury College, Middlebury, Vt. Secretary: James B. Tharp, Ohio State University, Columbus, Ohio.

AMERICAN ASSOCIATION OF TEACHERS OF GERMAN. *Cambridge, Mass., December 26.* President: Ernest Feise, Baltimore, Md. Secretary: Charles M. Purin, 623 West State Street, Milwaukee, Wis.

AMERICAN ASSOCIATION OF TEACHERS OF JOURNALISM. *New York, N. Y., December 27-29.* President: Charles L. Allen, Northwestern University, Evanston, Ill. Secretary: H. H. Herbert, University of Oklahoma, Norman, Okla.

AMERICAN ASSOCIATION OF TEACHERS OF SPANISH. *Albuquerque, N. Mex., December 27 and 28.* President: Francis M. Kercheval, University of New Mexico, Albuquerque, N. Mex. Secretary: Guy B. Colburn, Fresno State College, Fresno, Calif.

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS. *Chicago, Ill., December 30 and 31.* President: F. S. Deibler, Northwestern University, Evanston, Ill. Secretary: R. E. Himstead, 744 Jackson Place NW, Washington, D. C.

AMERICAN MATHEMATICAL SOCIETY. *Baton Rouge, La., December 30, 1940-January 1, 1941.* President: G. C. Evans, University of California, Berkeley, California. Secretary: R. G. D. Richardson, Brown University, Providence, R. I.

AMERICAN PHILOLOGICAL ASSOCIATION. *Baltimore, Md., December 26-28.* President: Arthur Stanley Pease, Harvard University, Cambridge, Mass. Secretary: L. R. Shero, Swarthmore College, Swarthmore, Pa.

AMERICAN PHILOSOPHICAL ASSOCIATION. *Philadelphia, Pa., December 26-28.* President: B. A. G. Fuller, University of Southern California, Los Angeles, Calif. Secretary: Cornelius Krusé, Wesleyan University, Middletown, Conn.

AMERICAN POLITICAL SCIENCE ASSOCIATION. *Chicago, Ill., December 27-28, 30.* President: Robert C. Brooks, Swarthmore College, Swarthmore, Pa. Secretary: Kenneth Colegrove, 305 Harris Hall, Northwestern University, Evanston, Ill.

AMERICAN SOCIOLOGICAL SOCIETY. *Chicago, Ill., December 27-29.* President: Robert M. MacIver, Columbia University, New York, N. Y. Secretary: H. A. Phelps, University of Pittsburgh, Pittsburgh, Pa.

AMERICAN STATISTICAL ASSOCIATION. *Chicago, Ill., December 26-28.* President: F. Leslie Hayford, General Motors Corporation, 1775 Broadway, New York, N. Y. Secretary: Frederick F. Stephan, 1626 K Street NW, Washington, D. C.

AMERICAN STUDENT HEALTH ASSOCIATION. *Ann Arbor, Mich., December 27-28.* President: Dr. Ruth E. Boynton, University of Minnesota, Minneapolis, Minn. Secretary: Dr. Ralph I. Canuteson, University of Kansas, Lawrence, Kans.

AMERICAN VOCATIONAL ASSOCIATION. *San Francisco, Calif., December 16-18.* President: R. O. Small, State Department of Education, Boston, Mass. Secretary: L. H. Dennis, 1010 Vermont Avenue NW, Washington, D. C.

ASSOCIATION OF AMERICAN GEOGRAPHERS. *Baton Rouge, La., December 27-30.* President: Carl O. Sauer, University of California, Berkeley, Calif. Secretary: Preston E. James, University of Michigan, Ann Arbor, Mich.

ASSOCIATION OF AMERICAN LAW SCHOOLS. *Chicago, Ill., December 27-28, 30.* President: Edmund M. Morgan, Harvard University Law School, Cambridge, Mass. Secretary: Harold Shepherd, Duke University Law School, Durham, N. C.

ASSOCIATION OF COLLEGE UNIONS. *Philadelphia, Pa., December 5-7.* President: H. E. Pride, Iowa State College, Ames, Iowa. Secretary: Paul B. Hartenstein, University of Pennsylvania, Philadelphia, Pa.

ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS FOR NEGROES. *Montgomery, Ala., December 5-6.* President: L. F. Palmer, Huntington High School, Newport News, Va. Secretary: L. S. Cozart, Barber-Scotia Junior College, Concord, N. C.

BOTANICAL SOCIETY OF AMERICA, INC. *Philadelphia, Pa., December 27, 1940-January 2, 1941.* President: Edgar N. Transeau, Ohio State University, Columbus, Ohio. Secretary: Paul R. Burkholder, University of Missouri, Columbia, Mo.

COLLEGE PHYSICAL EDUCATION ASSOCIATION. *New York, N. Y., December 30 and 31.* President: Harry A. Scott, Rice Institute, Houston, Tex. Secretary: Glenn W. Howard, Ohio State University, Columbus, Ohio.

MATHEMATICAL ASSOCIATION OF AMERICA. *Baton Rouge, La., December.* President: W. B. Carver, Cornell University, Ithaca, N. Y. Secretary: W. D. Cairns, 97 Elm Street, Oberlin, Ohio.

MODERN LANGUAGE ASSOCIATION OF AMERICA. *Boston, Mass., December 26-28.* President: Karl Young, Yale University, New Haven Conn. Secretary: Percy W. Long, 100 Washington Square East, New York, N. Y.

MUSIC TEACHERS NATIONAL ASSOCIATION. *Cleveland, Ohio, December 29-31.* President: Warren D. Allen, Stanford University, Stanford University, Calif. Secretary: D. N. Swarthout, University of Kansas, Lawrence, Kans.

NATIONAL ASSOCIATION OF BIOLOGY TEACHERS. *Philadelphia, Pa., December 26-28.* President: George W. Jeffers, State Teachers College, Farmville, Va. Secretary: P. K. Houdek, Township High School, Robinson, Ill.

NATIONAL ASSOCIATION OF STATE DIRECTORS OF VOCATIONAL EDUCATION. *San Francisco, Calif., December 13-14.* President: M. D. Mobley, State Department of Education, Atlanta, Ga. Secretary: W. W. Trent, State Department of Education, Charleston, W. Va.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION. *New York, N. Y., December 30-31.* President: William B. Owens, Stanford University, Calif. Secretary: John L. Griffith, Hotel Sherman, Chicago, Ill.

NATIONAL COUNCIL OF GEOGRAPHY TEACHERS. *Baton Rouge, La., December 27-29.* President: Cora P. Sletten, State Teachers College, Mankato, Minn. Secretary: Floyd F. Cunningham, State Teachers College, Florence, Ala.

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS. *Baton Rouge, La., December 30-31.* President: Mary A. Potter, Racine, Wis. Secretary: Edwin W. Schreiber, Western Illinois State Teachers College, Macomb, Ill.

NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS. *Cambridge, Mass., December 27.* President: Stephen L. Pitcher, Board of Education, St. Louis, Mo. Secretary: Charles W. French, Boston University, 685 Commonwealth Ave., Boston, Mass.



THE VOCATIONAL SUMMARY

by C. M. ARTHUR, Research Specialist, Vocational Division



A Survey, an Analysis, a Plan

Several years ago those responsible for the program of vocational agriculture for Negroes carried on in Tennessee awoke to the realization that something should be done to insure an adequate program of instruction in agriculture in small, isolated rural schools.

A survey of the situation made by W. S. Davis, teacher-trainer in agricultural education, Agricultural and Industrial State Teachers College for Negroes, Nashville, disclosed that: (1) Few of the graduates of high-school vocational agriculture courses were entering farming as an occupation; (2) the closer high-school agricultural departments were to the open country, the larger is the percentage of graduates from them who enter farming; (3) a large number of farm people living in small communities were not receiving any kind of agricultural instruction; (4) the number of out-of-school farm youth in these small communities was large; and (5) most of the boys living in these communities were marrying at an early age and were entering farming as an occupation.

After studying the information secured in the survey those who had made it decided that: (1) Not enough time had been devoted by vocational agriculture departments to present and prospective farmers in Tennessee; (2) to some extent, at least, vocational agriculture was being given to young men who were born and reared on the farm, but who definitely planned to follow some vocation other than farming; (3) more time, energy, and money should be given, therefore, to instruction for boys who have already entered farming or who are definitely planning to enter farming as a vocation.

The Tennessee group proceeded to formulate plans whereby they felt they could correct some of the weaknesses discovered in their vocational agriculture program.

Itinerant teachers have been ap-

pointed in two counties—Fayette and Dyer. The teacher in Fayette County serves as an assistant to the teacher of agriculture in the county training school in four different communities and provides rural schools in 10 other communities with instructional material to be used by elementary teachers in giving informational instruction in agriculture. The teacher in Dyer County functions independently. He serves four communities personally and provides agricultural instructional material to all the small schools in the county.

In Decatur County four white teachers and one Negro teacher work out a monthly instruction plan to be followed by the elementary school teachers in giving informational courses in agriculture. The elementary school teachers of the county meet in a group twice a month and one of the teachers of agriculture reviews the instructional material in the monthly bulletin prepared by the committee and gives the other teachers instruction in the method to be followed in imparting this material to students in their schools. The Agricultural and Industrial State Teachers College for Negroes, at Nashville, is planning to conduct, in the near future, a systematic short course intended primarily for the out-of-school groups who have entered farming or are planning to enter farming as a life vocation. This plan will be undertaken on an experimental basis.

They Interchange Ideas

District home-project conferences at which girls enrolled in homemaking classes in local high schools interchange ideas and views on their home-project activities were initiated in Missouri last year.

Although these conferences are sponsored by home economics teachers the programs carried on in connection with them are arranged and directed by the home economics students who attend them. Twenty of these conferences at-

tended by approximately four thousand girls were held during the year.

During the school year ended in June 1940, 32,046 home projects were completed by Missouri home economics students. Home economics teachers in the State made 17,375 home visits as a part of their activities in directing and supervising home-project work of their students.

Good Patterns

Any attempt to provide guidance services for the secondary schools, the United States Office of Education believes, should take into consideration rural high schools in which a relatively small number of pupils are enrolled and in which few teachers are employed.

Setting up guidance programs for rural areas, the Office points out, involves attention to certain social and economic problems peculiar to these areas. It involves, among other things, consideration of the following questions: How many sons and daughters in rural families leave home permanently; when do they leave home; where do they go; what occupations do they enter and at what levels; where do farm youth get preparation for urban life and occupations; how do career occupations in the home communities of these youth compare with those in urban centers; are local opportunities fully understood and appreciated; what, in the final analysis, are the employment opportunities of America's youth? Other questions which must be answered before it will be possible to provide adequate guidance service for rural schools are: Will the rural sections continue to supply citizens for our urban centers, and have metropolitan areas passed the peak of their development; how can rural youth and the Nation best be served in their task of finding employment and adjusting themselves to modern life; how may guidance programs be organized and operated in small high schools; what costs are involved; what is a complete guidance program; what

personnel is involved; and what are the desirable qualifications of persons fitted to assume guidance responsibilities?

Each school, the Office of Education explains, must answer these questions in the light of existing local conditions. Realizing, however, that it is helpful to study patterns already developed and tested, the Office has provided help in this direction through its Vocational Division Bulletin 203, *Guidance Programs For Rural High Schools*. This publication is devoted to an exposition of the guidance programs conducted in two New York school systems—the Newark Valley School and the Rockland County Schools. These programs were selected from a large number of programs surveyed for the purpose, not because of a belief that all the services in operation under them can be taken over bodily by small rural schools but rather because the general areas of guidance covered in the programs of these two school systems represent constants which should be taken into account in setting up a guidance plan for either a rural and agricultural or an urban and industrial school system.

The new Office of Education publication may be secured from the Government Printing Office, Washington, D. C., at a cost of 10 cents a copy.

80 New Books

Guidance counselors, home room teachers, parents, and students will be interested in the selected and annotated list of 80 books on occupations recently released for distribution by the Occupational Information and Guidance Service of the United States Office of Education.

The books included in this list deal largely with occupations, although a few are included because they are valuable as references on occupations, training opportunities, or statistical information. A number of them are designed as texts for occupations classes; a few are factual; a few are narratives about occupations; a few are inspirational in tone; and a few, as in the case of dictionaries, are for reference purposes only.

The 80-book list which is issued as Miscellany 2395 of the Vocational Education Division, United States Office of



Two students of the aviation mechanics classes in Williamsport (Pa.) schools demonstrating aircraft welding in connection with the National Aviation Forum.



A corner of the aviation exhibit contributed by vocational schools in connection with the National Aviation Forum sponsored by the National Aeronautics Association, at Bolling Field, Washington, D. C. This exhibit, brought together by the U. S. Office of Education with the cooperation of schools offering aviation courses in various sections of the country, was contributed by 15 vocational or high schools, 1 private trade school, 1 junior college, and 2 colleges.

Education, supplements but does not replace a similar study published in 1939, *Guidance Bibliography—Occupations*.

This new miscellany may be secured by addressing the United States Office of Education, Washington, D. C.



Frances Perkins.

★★★ The Department of Labor was established by act of Congress, approved March 4, 1913. Before the passage of this act, the affairs of the Department were administered by the Bureau of Labor which was a subdepartment of the Department of Commerce. The Department of Labor was established "to foster, promote, and develop the welfare of the wage earners of the United States, to improve their working conditions and to advance their opportunities for profitable employment."

The Secretary of Labor is head of the Department and has the aid of a first and second assistant secretary. The principal administrative units of the Department include the United States Conciliation Service, the Division of Labor Standards, the Division of Public Contracts, the Wage and Hour Division, the Bureau of Labor Statistics, the Children's Bureau and the Women's Bureau. In addition to these administrative units, the following service or staff units, attached to the

¹ Acknowledgment is given herewith to Robert C. Smith, Director of Personnel, and to William Brownrigg, Acting Director of Personnel for the Department of Labor, for their assistance; also to W. F. Kelly, Supervisor of Border Patrol, for valuable data relating to the Border Patrol School.

Schools Under the Federal Government

Department of Labor¹

by Walton C. John, Senior Specialist in Higher Education

office of the Secretary, complete the organization of the Department: Office of the Solicitor, Office of the Director of Personnel, Director of Information, Library, Office of the Chief Clerk, Division of Budgets and Accounts.

Training programs of various types have been in use in several of these administrative and service units. The Bureau of Labor Statistics assembles its division chiefs periodically for conferences on their work problems and topics of interest to the Bureau. Annual conferences are arranged also to acquaint field representatives with industrial and legislative developments likely to affect their work and to clarify the relationship between field and central office work.

The Children's Bureau conducts annually an orientation course for new employees, consisting of lectures by administrative officers and division chiefs of the Bureau on the history, the objectives and the procedures of the Bureau and its divisions.

The Conciliation Service has selected young men from its clerical staff and given them, on rotating job assignments, informal training under various administrative and technical members of the staff, with a view to promoting them to positions as Commissioners of Conciliation.

The Apprenticeship Standards Section of the Division of Labor Standards acquaints its field representatives with new developments in the field of apprenticeship standards by means of bulletins issued from the Washington office and by regional conferences.

The Office of the Director of Personnel maintains a departmental stenographic pool for the training of new stenographic and secretarial employees of the department, prior to assignment to positions in the various bureaus. The Office of the Director of Personnel

also conducts weekly conferences for its clerical and for its technical staffs for the purpose of discussing operating problems and bringing about a better understanding of the principles of personnel administration. In addition, selected clerical workers were given intensive training under technical members of the staff in public personnel principles, procedures and practices preparatory to their promotion to technical positions.

Until June 14, 1940, when the United States Immigration and Naturalization Service was transferred from the Department of Labor to the Department of Justice as part of the President's reorganization plan, the comprehensive training program of the Immigration Border Patrol, a branch of the Immigration and Naturalization Service, was carried on under the jurisdiction of the Department of Labor.

Border Patrol School

History and Objectives

Conditions following the World War of 1914-18 caused many thousands of European aliens to migrate to the United States, and to stem the flood of immigration which resulted, Congress, in 1921, enacted the first quota act imposing numerical limitations on aliens seeking to enter. Prevented by the quota act from entering the country lawfully through the designated seaports and land-border ports of entry, large numbers came to Canada and Mexico, as well as to other adjacent foreign territory, for the purpose of entering the country surreptitiously from those countries. By the time the last quota act was passed in 1924, an illicit traffic had developed across our land boundaries, making it apparent that immigration into this country

could not be restricted by laws alone, but that an efficient police organization would have to be created to give effect to them. In 1924, Congress appropriated funds authorizing the establishment of the Immigration Border Patrol, and since that time this organization whose primary function it is to detect and prevent the smuggling and the illegal entry of aliens into the United States has been active along and in the vicinity of our international boundaries; also along the Gulf and Florida coasts.

Because of the existing emergency, the original border-patrol force was hastily recruited and given elementary and informal training. The organization lacked both facilities and the experience necessary for successfully carrying out a formal training program, and for some years the training given new recruits was almost entirely "on the job" training. The new men learned from experience and by the instruction they received from day to day from the more seasoned officers with whom they worked.

In time, however, the heads of the several patrol subdistricts or districts, recognizing various specific training needs, organized classes of new appointees to instruct them in phases of the work which could be more effectively handled in classroom than on the job. This instruction was not uniform throughout the Service either as to subject matter or method, and until 1935 there was no central direction of the patrol's training activities.

In that year a central border patrol training school was organized at El Paso, Tex., where it has since been operated under the immediate direction of Col. H. C. Horsley, Chief Patrol Inspector of the El Paso subdistrict. Chief Supervisor of Border Patrol W. F. Kelly, under whose general direction the patrol-training program was carried on, was responsible for centralizing training activities at El Paso.

Interrogate Million

The objective of this school is to provide the new officers with a knowledge of the laws and other important subjects they will need to combat the ille-



United States Department of Labor Building.

gal entry of aliens into this country, whether by smuggling or by other means. In this connection attention is called to the fact that border-patrol officers interrogate more than 1 million persons each year and stop for inspection purposes more than a half-million automobiles and other conveyances. Since the patrol was established in 1924, its inspectors have apprehended more than 300,000 persons for violation of the immigration and certain other laws.

Selection of Students

Appointments to the border patrol are made from eligible registers established by the United States Civil Service Commission which periodically holds a special examination for the position. In addition to passing the written examination, each candidate must appear before a board of examiners and successfully pass an oral and medical examination. Under ordinary conditions the border patrol recruits and trains only 50 or 75 appointees each year. Since the inauguration of the school in El Paso, seven classes have graduated totaling nearly 300 officers. The total number in the patrol force as of July 1940, was 856 men. On June 22, 1940, Congress augmented the force by authorizing an additional 769 men.

Educational Program

The basic course of study is 3 months in length² and includes the following subjects:

Laws.—To be able to determine whether a person under investigation is an alien subject to deportation or whether he has committed an offense for which he may be criminally prosecuted, the patrol officers must have a thorough knowledge of the immigration laws, as well as those pertaining to naturalization and citizenship. They must have a clear understanding of their powers and authority to act, and must also have some acquaintance with criminal law, Federal court procedure, and the rules of evidence, inasmuch as they appear from time to time before the courts in criminal prosecutions. They must be able to distinguish that which is pertinent and admissible evidence from that which is not in preparing their cases for presentation to the Department or the courts.

Spanish-French.—In view of the fact that 90 percent of official contacts on the Mexican border are with Spanish-speaking people, it is essential that pa-

² Temporarily, in view of the current heavy recruitment program, the usual 3 months' course is being condensed into a course lasting but 1 month. One hundred students are being given the course of training each month.



Class in physical training, Border Patrol School, El Paso, Tex.

trol officers have a working knowledge of Spanish. A working knowledge of French is required of those officers assigned to the northeastern Canadian border.

Sign cutting.—This subject covers the technique of detecting and correctly interpreting "sign" left by persons, animals, or vehicles which have crossed the border at unauthorized places, and of following trails, proficiency along which lines is most important in a border patrolman's work. Sign cutting might well be called "the border patrolman's art." New appointees are given classroom lectures as well as practical demonstrations in this subject. They are taught how to read "sign" and how to determine its significance; to be able

to tell approximately when it was left; and to carefully observe its peculiarities. The importance of developing good powers of observation is stressed, and the new officers are urged to develop the habit of looking subconsciously for evidence left by smugglers or illegal entrants.

Physical Culture and Jiu Jitsu.—The duties of a patrolman are arduous, and the officers not infrequently are faced with the necessity of effecting arrests by the use of force. The training school has a well-equipped gymnasium and new officers are given a thorough course in physical training and jiu jitsu, 1 hour daily being devoted to this subject throughout the duration of the training period.

Firearms.—Occasionally border patrolmen have to resort to the use of firearms in the performance of their duties, and they are, therefore, thoroughly trained in the care and use of the revolver, rifle, and submachine gun.

Fingerprinting.—Fingerprinting is used extensively by the border patrol, and each officer is, therefore, taught how to take and classify prints.

Radio telegraphy.—The border patrol operates 21 fixed radio stations and a considerable amount of mobile transmitting and receiving equipment. Patrol cars which operate at distances from headquarters too great for satisfactory communication by radio telephone are equipped with telegraph

transmitters, and the officers must therefore, learn how to transmit and receive by means of telegraph code.

First aid.—Because the officers themselves are frequently subject to injuries at places remote from medical assistance, and because they encounter numerous highway and other accidents, to the victims of which should be given immediate and competent attention, each student is given the lay instructor's course in first aid of the American Red Cross.

Personal description.—Patrol officers regularly have to report personal descriptions of persons apprehended by them or of suspected law violators, and in order that they may record such descriptions accurately and follow a uniform descriptive method, they are given a course of instruction in this subject.

Miscellaneous subjects.—In addition to the subjects mentioned in the foregoing, the student patrol officers are introduced to the various immigration documents in use; they are given an opportunity to observe the issuance of certain of these documents at American Consulates; and to study the examination by immigrant inspectors of applicants for admission to the United States at regularly designated ports of entry. Lecturers from outside the service, such as representatives of the Federal Bureau of Investigation and of other law-enforcement agencies, are brought in to explain the work of their respective agencies and to discuss some of their own methods of operation which are of interest to patrol officers. They are given lectures on such subjects as conduct on the witness stand, and personal conduct and obligations of a patrol inspector, covering such matters as personal morals, use of intoxicants, associates, financial integrity, attitude toward superiors, attitude toward the public, treatment of aliens, conduct during personnel investigations, handling of confidential information, and respect for and pride in their organization.

A discussion of the elements of fitness for advancement in the service is also included in the program. Students are given instruction in conducting investigations, in interrogating

Class in Spanish, Border Patrol School, El Paso, Tex.



suspects, and in report writing. They are instructed in the proper methods of stopping for inspection purposes vehicles on the highways, of searching vehicles, including freight and passenger trains, for concealed aliens, of conducting line patrols, and of "laying in" on illegal crossing places, as well as a variety of other patrol techniques. They are taught the care and use of equipment, including instruction in the making of emergency repairs to patrol cars.

There is at present a faculty of 10 engaged in instruction. One gives the course in firearms. One has the work in jiu jitsu, physical culture, and first aid. There are two teachers of Spanish and one of French. One gives instruction in law, one in the techniques of personal description, one in fingerprinting, one in sign cutting, and one in radio telegraphy.

At the end of each 2 weeks during the school session the students are given written tests on the subjects which have been covered. At the end of 3 months they are rated as to conduct and efficiency by the Chief Patrol Inspector, and in the event of an adverse report an examining board is convened to review the chief's ratings and make an appropriate investigation and submit a recommendation as to whether the probationer be dropped or continued. The same procedure is followed at the end of 9 months in the service. At the end of 6 months, and again at the end of the probationary period, all probationers are accorded both written and oral examinations by a three-member board, which also conducts a thorough investigation as to the probationer's conduct and efficiency on the job. The knowledge of Spanish the probationer has acquired is tested by an oral examination, the examinee being graded on grammar, vocabulary, pronunciation, and fluency. The first Spanish examination is relatively simple, but when at the end of the probationary period the final examination is given, the probationer must demonstrate his ability to interrogate an alien in Spanish with a view to developing a quite complicated set of facts pertaining to the manner in which he, hypothetically, was smuggled into the United States.

Book Fairs

Seven Michigan counties—Hillsdale, Eaton, Van Buren, Calhoun, Branch, Allegan, and Barry—were the scene of book fairs, from September 9 to October 4. Each county seat had a display of approximately 3,000 books purchased by the Kellogg Foundation for the perusal of the community. The citizenry, young and old, looked at the books with more than ordinary interest, because everyone had the privilege of making suggestions in this universal book-purchasing plan. It was, in brief, an agreement made between schools and libraries in this area and the Kel-

logg Foundation, whereby schools and libraries received one new worth-while book in lieu of five old, worthless books collected during the "scavenger hunt" in May 1940.

Consultants from the staffs of libraries were available for the duration of the fairs to talk about books to parents, teachers, and children, tell stories, and give advice on the organization of libraries. Nora E. Beust, specialist in school libraries, United States Office of Education, also served as a consultant.

The program was directed by Mrs. Zoe Wright, librarian, with the cooperation of other members of the Kellogg Foundation staff.

To the Class of 1940

SOMETIMES during your Purdue student days you probably have heard me say that the quality and the extent of one's education may be determined by one's ability to see, to measure, to value, and to utilize wisely the small differences that inevitably exist among forces, things, ideas, actions, and people. At this final hour of your undergraduate careers I am now asking you to distinguish between two words, alike in sound but very unlike in meaning—Opportunity and Opportunism. Here is timely application of the conclusion reached many years ago by one of the wisest of Americans: "The character and fortune of the individual are affected by . . . the perception of differences."

It has long been one of the chief tenets of our American philosophy that ours is the land of great opportunity, especially of opportunity for youth. Each of you today is a product of that philosophy. While you go forth at a time when the traditional opportunity may no longer be spelled with a capital O, nevertheless, the word yet contains a strong lure of life. All of you, I trust, are now, and will long remain, under its influence.

Years ago, however, the seers of American destiny realized that our education might result, not in the skillful conditioning of young men and women to meet opportunity, but in a certain cunning single-mindedness to gain self-advantage, with little regard either for humane principles or for ultimate consequences. That is what is meant by Opportunism.

Your Purdue training and education have given you, let it be hoped, a meaning of Opportunity that includes the essential element of the obligations to protect and to promote the rights of others, especially the right to opportunity. The Purdue you know will not long continue if its power should be employed chiefly for the increase of self-centered Opportunism. Our world is in tragic torment today because too many of the educated have not learned that human freedom—the seed stuff of the Americanism that produced the university—cannot flourish in the soil of Opportunism.

* * * *

The above counsel was given to the 1940 graduating class of Purdue University by President Edward C. Elliott.



EDUCATIONAL NEWS



In Public Schools

Radio Experiment

The Board of Education of Cleveland, Ohio, has issued a *Report of Radio Activities*, which describes an experiment in the use of the radio for broadcasting lessons to regular classes. Superintendent Charles H. Lake in his foreword says: "We realize that we have made only a beginning in the determination of the possible values of the use of the radio for organized educational work and that it will require much more experimentation and, possibly, much more equipment before we approach the realization of the maximum possibilities of its use. However, we are convinced that controlled educational broadcasting has a definite place in a school system. Just how large the system must be to keep the per pupil cost within a reasonable figure will, of course, have to be determined by more experience. We are convinced that many phases of school work can be improved by a reasonable amount of direct and indirect classroom instruction over the radio. We are convinced that, while the radio is not a substitute for the teacher, it is a device which extends to a remarkable degree the work of the good teacher and the influence of the supervisor and administrator."

Schools Benefit

According to a recent issue of *Kansas Teacher*, "The Kansas State Reading Circle, subsidiary of the Kansas State Teachers Association, which, during the past 15 years, has placed in the rural schools and the schools of cities of the third class nearly 1 million worthwhile library books, has made plans for increased business in this department for the coming year. Last year approximately 50,000 books were sold by the Kansas State Reading Circle, and it is hoped this year that sales may be increased by 25 percent. County superintendents generally recognize the Kansas State Reading Circle as one of the most practical services rendered by the Kansas State Teachers Association and are practically unanimous in their support of this organization."

Educational Films

"Under the sponsorship of the Boise Junior College," says *The Idaho Journal*

of Education, "the schools of southwest Idaho are to have their own films for educational use. Through the initiative of the department of superintendents and principals of the third district of the Idaho Education Association, a plan for the establishment and maintenance of a mutually owned and operated instructional film library has been developed by representatives of the schools and the junior college.

"This library is expected to satisfy a growing need for this kind of service in southwest Idaho and eastern Oregon. Educators of this section hope, also, that their plan will bring about improved school techniques in the use of films as well as educational programs."

Superior Ability

The Baltimore Bulletin of Education presents a series of accounts of the attempts in that city to adjust the educational program to the needs of the child of superior ability. In addition to administrative procedures described, a considerable number of actual samples of teaching materials are included.

See Back Cover

The poster shown on cover page 4 hangs in every classroom of the Lorain, Ohio, public schools. "The poster represents the results of a year's work in all grades of our public schools on the general theme—*The Rights, Obligations, and Blessings of American Democracy*. The statements in the codes were selected from a large number of statements turned in by the pupils in every building in our school system. This is a Children's Code," says Supt. P. C. Bunn.

To Promote Activities

The California Elementary School Principals Association, according to a recent issue of the *Sierra Educational News*, is embarking upon its thirteenth year as a State-wide organization. "The real function of the association is to promote activities which will further the interests of elementary education in California. The association has contributed greatly in this field of education through its instructive sectional meetings, the recently organized and highly inspirational State conferences, the small, State-wide study committees and the valuable yearbooks."

Monograph Issued

The officers and teachers of the schools of the Tenth Division of the District of Columbia have issued an attractive monograph describing by pictures and text the educational activities in the Negro schools, such as health experiences, vocational experiences, and recreational experiences.

Safe Bus Drivers

According to a recent issue of the *New Mexico School Review*, "a group of men who were intensely interested in safety education gathered at the New Mexico State Teachers College, Silver City. This group was composed of 28 men from 22 counties in the State who during the school year devote their time and efforts to transporting our school children to and from school. For a week these men studied the problems deemed important to making them safe school bus drivers.

"The drivers attending the course were each awarded a certificate of efficiency by the State teachers college and the division of transportation. This certificate stated what the driver had accomplished and qualified him to direct the work along certain safety lines. In that way 28 drivers were placed in 22 counties to carry on this work in safety. They will have charge of county bus meetings and group gatherings where safety practices will be studied and where special bus problems will be discussed."

Redwood Lumbering

Mendocino County, located in the redwoods section of California, has recently added a guide for the study of environment to the series of curriculum materials developed by elementary school children and teachers. The bulletin is devoted to redwood lumbering and includes first, descriptions of three units of work on Pacific coast logging and lumber making; second, examples of children's related art and English work as developed in 4 classrooms; and third, suggested source materials, outlines of subject matter for teachers' reference, informational material for children's use, and a bibliography for both teachers and children. Photographs illustrate the lumbering processes and show the school children's activities in setting up the processes in miniature.

W. S. DEFFENBAUGH



In Colleges

A Great Benefactor

Recently the University of Chicago came into possession of the Julius Rosenwald papers, the gift of the Rosenwald family. Of special interest are his gifts to educational institutions of various types.

He contributed to the University of Chicago more than 4½ million dollars, and on the quadrangles as elsewhere, he insisted that his name not be attached to his benefactions. The only two exceptions to this were both in the university—Julius Rosenwald Hall, which houses the geology and geography departments, and the Rosenwald Library of the Oriental Institute's Station at Luxor, Egypt. Among his most notable contributions were those affecting Negro education.

The collection given to the university consists of 18 linear feet of correspondence, memoranda, and speeches, 17 scrapbooks filled particularly with clippings, 58 loose-leaf binders recording his benefactions, 28 books and 128 separate pamphlets, and a number of periodicals.

Unique Music Course

The University of Southern California is giving a special type of music instruction. The basis of this series of courses is the Los Angeles Philharmonic Orchestra and the Directors Albert Coats and Bruno Walter serve as faculty members augmenting the regular music faculty.

Begun in September, these courses cover a 4-months' series of lectures, recitals, and concerts. The purpose is to help students enjoy and understand the performance of great music.

The first course, given one evening a week, features the understanding and enjoyment of music. Another course will feature musical interpretation, and still another is designed for experienced conductors. Both laymen and regular students may audit or receive university credit.

Earning an Education

After checking among the 5,000 students who earn money to defray their expenses, the manager of the employment bureau of the University of Iowa has cited some of those who specialize in unusual types of work.

One student has an extensive clientele for his wood carvings of national types. His source of income began as a hobby

in high school but now he hopes to develop it as a permanent occupation after college.

Service as a reader to a blind graduate student helps another student to earn money, while another is hostess at WSUI, the university's radio station.

Two students pot plants, stake up flowers, and do other plant work regularly in two of the university's greenhouses.

Quickness of hand is a meal ticket for an Iowa City boy. His bag of magical tricks is in constant demand and he is able to study law because of his skill as a magician.

Another youth has made an ordinary occupation unique. His talent as a dress designer has won for him second prize in a national dressmaking contest and a clientele among university women. He also designs men's clothes.

Bacterial counts are taken each week of the milk for student consumption at the university by one of the students. He combines this work with the position of sanitary inspector for some university buildings.

A lively person combines selling advertising for the university newspaper and bellhopping at a local hotel. This student has been answering to the call of "Front" for 5 years.

The greatest number of students find employment with one of three phases of nutrition: Preparing foods, serving them, or cleaning up after meals. Second most frequent source of income is janitor work, while clerical jobs also rank high.

Only about 350 students, or 5 percent of those present upon the campus, earn the entire cost of attendance. These must also depend upon vacation-time employment. Fifty-five percent have regular or temporary jobs, and 40 percent have regular employment.

Average income for the student worker is about \$18 monthly. Top amount earned is about \$65 per month.

Four-year Naval Course

The newest addition to the curricula at the University of Michigan is the Naval Reserve Officers Training Corps unit which this fall offers to University of Michigan students for the first time a complete 4-year course in naval science and tactics, under the supervision of the United States Navy.

A National Arts Program

Dr. Samuel T. Arnold, dean of the college at Brown University, has been appointed director of the arts program of the Association of American Colleges.

Dean Arnold will have charge of arranging a series of arts program concerts, lectures, discussions, and demonstrations to be given at various institutions included in the association's five-hundred-odd members. These programs, essentially of a cultural nature, are designed to broaden the cultural life of many campuses, particularly among smaller rural colleges.

Guests from the faculties of institutions in one section of the country will be sent to other colleges and universities in another. These guests will not only appear for a concert or lecture, but will also spend a few days mingling with student bodies and entering into the social and intellectual life of the host colleges and universities.

The arts program of the Association of American Colleges was initiated a year ago under a \$54,000 grant from the Carnegie Corporation, following a 2-year experiment with the association's concert program. Last year more than 100 colleges participated including Brown University, which sent out Prof. Arlan R. Coolidge, chairman of the department of music, on his third concert tour for the association.

WALTON C. JOHN



In Libraries

Perform Services

Writing in *College and Research Libraries*, Charles H. Brown, librarian of Iowa State College, states that scientific libraries have at least five services to perform in the present emergency:

1. To compile a list of industries in the region, State, or city, noting especially those with research departments.

2. To get in touch with the research departments of the State's industries and offer library services.

3. To inform industries of the location of printed material needed in research.

4. To relax lending rules so that library materials will be more available to industrial managers and scientists.

5. To see to it that the teachers who are being trained in industrial subjects are informed about the books published in their field.

Funds Pooled

To remedy the problem of inadequate collections and shabby books, the rural schools in Umatilla County, Oregon,

voluntarily have pooled their library funds with the county superintendent and have arranged for the county library to select and administer the book collection. As a result of this cooperative plan a central reservoir of 4,000 volumes has been built up containing all types of supplementary reading for the use of the rural schools in the large but sparsely populated county.

The county librarian and the school librarian try to visit each rural school once a year, in order to become better acquainted with the reading needs of the pupils. Teachers call at the county library to make their selections, or else mail in their request lists. Children also have been sending in for books relating to their special projects.

In 1939, 477 shipments, containing 9,437 books, were made to these rural schools. The total circulation of 27,590, on the basis of an enrollment of 1,457, yields an average circulation of 16 books per pupil. A full account of this Umatilla arrangement is contained in *Oregon's County Library Service*, a publication recently issued by the Oregon State Library.

High-School Librarians

According to *Statistics of Public High Schools*, recently published by the United States Office of Education, there are 4,915 librarians included among the professional staffs of the all-day public high schools. Under the classification, librarian, only those staff members were counted who spend more than one-half their time on library work. Of the total professional staff reported by 24,590 high schools, librarians form 1.6 percent. The data also show that in the case of the high-school librarians, women outnumber men by 17 to 1.

Use of Films

Under a grant made by the Rockefeller Foundation to the American Library Association, Gerald McDonald is making a study of the responsibility which may exist for libraries in the handling and use of educational films. Information is being gathered from all public, school, and college libraries which have had experience in obtaining and distributing educational films. It is believed that the facts collected in this survey will be useful to libraries in their efforts to correlate the use of books, radio, and films with educational programs.

Regional Libraries

In its annual statistical report of Illinois public libraries for 1939, the Illinois State Library points out that its

long-time plan for larger units of local service includes the setting up of a regional library in each of the six library districts. According to the proposed plan, "A regional library may be an already established library in the district, or a newly created library which will act as a clearing house for supplementary material to librarians in the district and will promote cooperative service throughout the district. Service from the regional libraries may be given through the establishment of smaller units such as deposit stations; through bookmobiles; supplementary collections made to small community libraries as well as to school libraries." In the opinion of Helene Rogers, assistant State librarian, a regional system would do much toward bringing library facilities to approximately 1½ million Illinois citizens now without local library service.

RALPH M. DUNBAR

In Other Government Agencies



National Park Service

Seasonal use of the 32 recreational demonstration areas in 20 States maintained by the National Park Service more than doubled what it was last year, and short-term use tripled, according to a preliminary report of Newton B. Drury, director.

Located as near to congested centers of population as is practicable, these areas offer every type of camping from the simple picnic ground with fireplace to overnight shelters, trailer camp sites, and well-equipped lodges.

Civic, community, and religious groups were among those using the camping facilities. Seasonal permits were issued to the two branches of the "Y," the Boy and Girl Scout organizations, 4-H Clubs, Camp Fire Girls, and other character-building organizations.

National Youth Administration

Plans for the expansion of resident project employment call for at least one of the new and improved resident centers offering greater opportunities in shops and mechanical work to be set up in each State within the next few months. According to announcement, the work experience and related programs in these centers will be modeled after the large NYA regional centers which are located at Quoddy Village, Maine; South Charleston, W. Va.; Al-

giers, La.; Shakopee, Minn.; and Weiser, Idaho.

Three hundred and twelve new school buildings or additions to schools were built by NYA youth during the last fiscal year, and 3,654 other school buildings were repaired and improved. Twelve new libraries were constructed and 96 others repaired and improved.

An expanded Nation-wide health program to improve the physical fitness of out-of-school young people employed by the NYA will be carried out by the National Youth Administration in cooperation with the United States Public Health Service and local health officers and physicians. Every youth assigned to the NYA out-of-school work program will be given a complete physical examination.

Office of Indian Affairs

As part of its plan to stimulate a revival of native arts and crafts of the Plains Indians, the Education Division of the Office of Indian Affairs is planning to maintain an interchanging display of Indian arts and crafts among the several units of the museum group, which includes a collection of outstanding pieces of Sioux porcupine quill and beadwork at the Rosebud and Pine Ridge Reservations; the Anderson collection of Sioux handcrafts, rated one of the finest collections of its kind, which will be housed in the new museum in Rapid City, S. Dak., now under construction as part of a WPA building project; the collections to be housed in the new schools at Cheyenne River Reservation, S. Dak., and Standing Rock Reservation, N. Dak.; and the collection to be housed in the new museum building, now under construction with PWA funds in Browning, Mont.

The reservation museums will be devoted primarily to the display of handcrafts of the particular tribe concerned; the larger museums at Rapid City, S. Dak., and at Browning, Mont., will be devoted to a panorama of the life of the Plains Indians.

Outlets for the sale of modern Indian handcrafts are to be maintained at each of the museums.

Public Works Administration

More than a billion dollars worth of new and improved schools have been built with the aid of PWA funds during the past 7 years, resulting in the addition of 59,600 classrooms to the Nation's supply, with accommodations for 2,400,000 students.

MARGARET F. RYAN